

BUSINESS EDUCATION WORLD

JUNE, 1960

TWO SUMMER TYPING COURSES PAGE 11

BUSINESS EDUCATION IN THE U.S.S.R. PAGE 15

STUDENTS COMPOSE AT THE TYPEWRITER PAGE 28

INTERVIEWING SECRETARIES ON THE JOB PAGE 33

AN EFFECTIVE SHORTHAND METHODS COURSE PAGE 16

DON'T TAKE "YES" AS AN ANSWER PAGE 23

REVISED CRITERIA FOR BUSINESS PROGRAMS PAGE 19

"HOOZ-HOO" IN GENERAL BUSINESS PAGE 24



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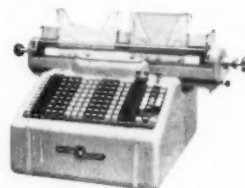
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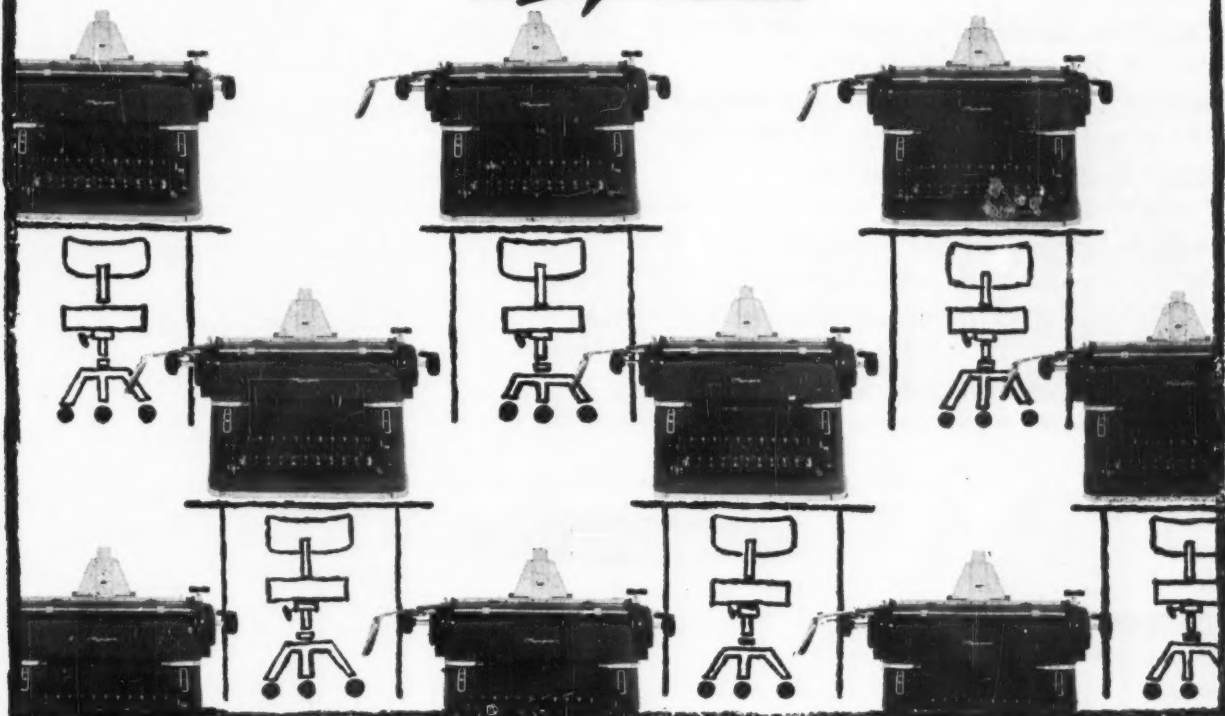
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JUNE, 1960

VOLUME 40, NUMBER 10

FEATURE ARTICLES

TWO SUMMER TYPING COURSES	11
TYPING FOR GRADE SCHOOL STUDENTS, H. Schimmelpfennig	
TYPING FOR ACADEMIC STUDENTS	Irma J. Sutton
BUSINESS EDUCATION IN THE U.S.S.R.	15
A report drawn from official sources	
Enoch J. Haga	
OBJECTIVE: AN EFFECTIVE SHORTHAND METHODS COURSE ..	16
Problems: Too many students, too little time	
Shirley Barber	
REVISED CRITERIA FOR EVALUATING BUSINESS PROGRAMS ..	19
Pennsylvania Department of Public Instruction revises 1956 material	
DON'T TAKE "YES" AS AN ANSWER	23
Try these typical situations on your students	
Caroline Beckner	
"HOOZ-HOO" IN GENERAL BUSINESS	24
An assembly program that amuses and informs ...	
Paul Bartholomew	
WHEN YOUR STUDENTS COMPOSE AT THE TYPEWRITER	28
Here's what to expect—and what not to expect	
Phyllis Morrison	
INTERVIEWING SECRETARIES ON THE JOB	33
Future secretaries can get a preview of office work ...	
Mavis A. Curry	

SPECIAL SERIES

TEACHING FUNDAMENTAL ELEMENTS OF BOOKKEEPING (5) ..	30
Second series on techniques and devices	
Gilbert Kahn	

DEPARTMENTS

Problem Clinic	3	Dictation Transcript, Today's Secretary	39	
Shorthand Corner	Celia G. Stahl	35	Professional Report	45
Teaching Aids	Jane F. White	36	New Business Equipment	48
Just Between Us	Helen H. Green	38	Index to Volume 40	50

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THE BUSINESS TEACHER'S

Problem Clinic

THE NAMES of the winners of our Fourth Annual Problem Clinic Contest are shown below. The awards are: \$25 and \$15 for the two best solutions, and \$10 and \$5 for the two best problems submitted between May 2, 1959, and May 1, 1960. (All contributions received between April 1 and May 1 of this year are included in this issue.) Contributions received after May 1 are carried over to the next contest. Because of revised production schedules with our printer, the deadline for contributions to next year's Problem Clinic contest will be moved up a bit, to April 25, 1961.

Congratulations to the winners—and we'll be with you again next fall.

SOLUTIONS: FIRST PRIZE, Catherine M. Roda, Heatly High School, Green Island, N. Y.
SECOND PRIZE, Ellen Kruger, Minnesota School of Business, Minneapolis.
PROBLEMS: FIRST PRIZE, Mary Witherow, Beaumont High School, St. Louis, Mo.
SECOND PRIZE, J. A. Martin, Canyon Dam, Calif.

JUNE PROBLEMS

The problem I face is not new, I suppose. Our school is small and, in order to take care of the demand for bookkeeping, Typing I, and Typing II, they had to be scheduled at the same hour. There are two advanced typing students and eight beginners.

Typing II, of course, does not need the constant attention that Typing I does. But, particularly during the first months of school, both bookkeeping and Typing I need much attention.

They meet in the same room separated by a glass partition. How can I give the attention needed to both bookkeeping and Typing I students without loss of attention and unnecessary interruptions from one when I am working with the other.

DON PHILLIPS
Buckholts, Texas

I have one problem and one question, both concerning the teaching of shorthand: (1) How does one teach the o-hook so that students do not confuse it with the oo-hook?

No matter how much drill is given on the o-hook, when days or weeks later the oo-hook is taught, some students immediately begin to spell words containing either hook incorrectly. (2) In some of the solutions in "Problem Clinic," it was suggested calling th ith and sh ish. Why? We certainly don't pronounce "that" ith-a-t, or "thought," ith-o-t or "sheep" ish-e-p. Why not give the same sounds to letters and combinations that are taught to primary school pupils in the phonetics classes?

SR. MARIE FRANCES, S.S.M.N.
Mount Saint Mary
Kenmore, N.Y.

This is a problem that I have heard discussed over and over again, but no one gives in an inch and no one can quote an authority. Maybe some of you know the correct answer and why.

In typewriting, students are taught to leave space between the various parts of a letter or composition and to have approximately even side margins.

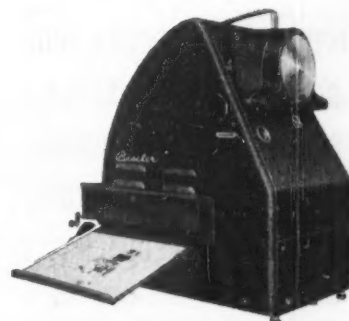
Business teachers argue that these same rules should apply to letters written in longhand. English teachers and almost all elementary school

(Continued on next page)

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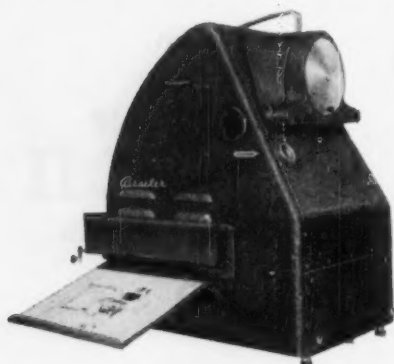


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do for
you
?

CHECK YOUR ANSWER

Next Page

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PROBLEM CLINIC (continued)

teachers say no. In fact, some even penalize students for leaving space between the inside address and the salutation.

Another phase of the argument is the style of letters and envelopes: blocked versus indented. If it is typed, business teachers say either style is correct, but handwritten material should be indented. Again there is disagreement. The counter-argument is that up-to-date writing must be blocked.

The points at issue seem very small to us teachers, but it is most confusing to students who are taught one thing all through elementary school and in English classes in high school and another thing in business classes.

Is there any authority for either the English or the business teachers' claims?

SR. MARIE FRANCES, S.S.M.N.
Mount Saint Mary
Kenmore, N.Y.

NOVEMBER PROBLEM

I would appreciate suggestions for devising ways to take care of different levels of ability within the classroom. I have been given the task of teaching five class periods in three. Secretarial Practice 1 is a double-period course consisting of dictation and beginning transcription, and Secretarial Practice 2 is a triple-period course consisting of advanced dictation and transcription, with the third period allotted to business machines. The first two periods in the morning, these classes meet in the same room. The Secretarial Practice 1 class is made up of 24 students, and Secretarial Practice 2 has 7 students. If I dictate to the beginners, the advanced students are not gaining in speed; if I dictate to the advanced ones, the beginners become discouraged. I've tried dividing the time between the two groups, but with a 45-minute period there is not adequate time to preview, dictate, and build speed for both groups. I've tried dictating to one group and letting the others transcribe, but the noise of the typewriters makes this unsatisfactory. We do have different textbooks for the two groups, but if one group reads aloud from their text this is even more confusing to the group trying to do their homework.

Please don't suggest that I disband the Secretarial Practice 2 group, which is smaller, because this would withdraw these students from the school work-experience program.

ANONYMOUS

Suggested Solution

Dear Anonymous:

I have a solution to your problem that I know works—I successfully used it for several years.

You say you have a double and a triple period. Fine! Now all you need is a

definite plan and good nerves. The unavoidable noise of my plan—typewriters and voices—can be annoying, but both teacher and students must learn to concentrate regardless of noise. There will be plenty of it in offices.

In a small group—four to ten students—around a table at the front of the room and close to the blackboard, I taught and drilled one shorthand group at a time for ten to fifteen minutes. At their desks, the other students, individually or in small groups, studied shorthand. This study was a boon, for all teachers know that students learn very little outside of the classroom.

When teaching transcription, it was necessary at the beginning to give general instructions and drill to the entire class. After a few days, I dictated two or three very short letters at the dictation speed of the slowest student. These letters were transcribed on letterhead paper, complete with carbon copy, blank pieces of paper labeled for enclosures, and addressed envelopes. The form of the letter was changed every few weeks, so that all styles would be learned.

Of course, the better students finished the original dictation first, which they deposited in a tray on my desk. When the student came to deposit her completed letters, she brought her notebook and pen. Then I dictated one or two more letters to her at her dictation speed. Sometimes there would be only one student; sometimes four or five. So the rate of dictation speed constantly varied—but always at the rate of the slowest student in the group. This meant everyone got all the dictation and was able to transcribe it. Slowly, but surely, confidence was gained and speed was increased. Incidentally, I made no desk provision for the latter dictation, and the students took it standing, sitting, kneeling, or squatting. Also, no letter was ever repeated. This meant that eventually everyone in the room was transcribing a different letter—no copying possible, no tests necessary. Grades for report cards were based on the number of usable letters—letters an office manager in a first-class office would be willing and happy to sign. (To facilitate correcting, I told students the book number of the letter, and they typed this in the upper left-hand corner.)

Each week a different student was named to check the letters. If mailable without further corrections, she signed an employer's name and her initials. Then each secretary folded her own letters and inserted them in the envelopes. These were used in the secretarial practice class to teach multiple sealing and later for the opening of mail by hand or machine. The carbon copies were filed in a standard letter file. If one is not available, a home-made box file from an empty carton will serve the purpose.

Now, about the Secretarial Practice 2 group. My advice is *not* to disband them, but teach and use them. Naturally, they must follow a good text, but there are many projects to augment it that will make the students above average in their work.

First, they can help if they are in the
(Continued on page 42)

announcing

with the publication—on August 15, 1960—of

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by Leslie, Zoubek, and Deese

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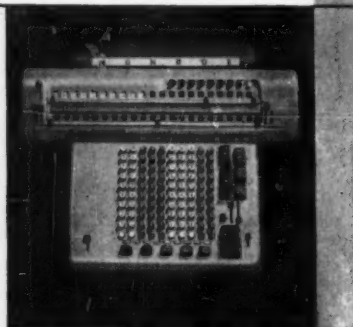
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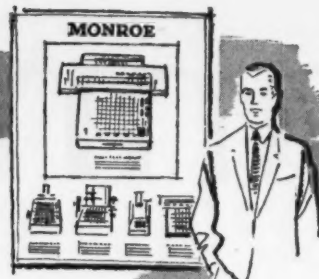
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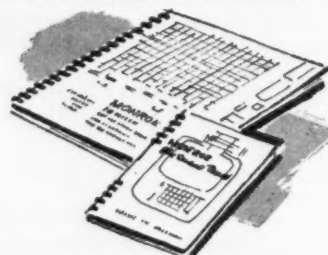


THEY SEE



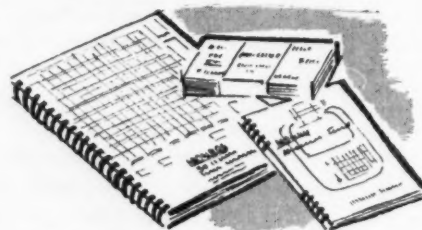
Twice as big as life—3'x4' wall chart makes keyboards and dials understandable, visible even to back row students!

THEY HEAR



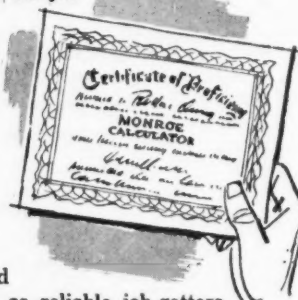
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AUTOMATION ON THE SCREEN

Films and Filmstrips

BUSINESS EDUCATORS who want audio-visual aids in the area of business data processing (BDP) will find the following list helpful. Many of the items are available for rent, some are free, and some are for sale; write to the sources for details. The code used to indicate sources is explained by a legend at the end.

(List compiled by Enoch J. Haga, California Medical Facility, Vacaville)

FILMS

Bank Automation, IBM
Direct Line to Decision, 23 min., MTPS
 (Need for large-scale electronic data-processing machinery in business)
Dynamic Sales Management, 16 mm., 30 min., color, RR
Electronic Computers Improve Management Control, 16 mm., UC
Electronics in Automation, 22 min., DeV
Integrated Data Processing, 16 mm., NOMA
Matter of Form, 23 min., BEF (History of business forms)
No Margin for Error, IBM (Operations at IBM's magnetic tape testing center)
No Time for Error, 12 min., RR
Piercing the Unknown, 22 min., IBM (Development of IBM computers)
Pulse of Automation, MC (Automatic control replaces human perception and reaction)
The Information Machine, 16 mm., 12 min., color, IBM
The Right Prescription, 16 mm., 20 min., RR
The Search: Massachusetts Institute of Technology—Automatic Machines, 25 min., YAF (Development of robot machines)
The Sensimatic Story, 16 mm., 23 min., color, BC
This Business of Numbers, 20 min., color, RR
This Is Automation, 30 min., color, GE (Automation in manufacturing and packaging)
UNIVAC, 27 min., RR
You're on the Team, 16 mm., 20 min., color, RR (Direct mail at Eastman Kodak)

SOUND FILMSTRIPS

305 Ramac, 20 min., 74 f., IBM
 650 Ramac, 20 min., 69 f., IBM
 709 EDPM, 20 min., 67 f., IBM
A Punched-Card Plan for Labor Unions, 35 mm., 20 min., RR
Control Input for ADP, 35 mm., 32 min., color, BC
Data and Decision—Using Electronic Computers in Business, AMA; set of four filmstrips:
 1. *Data Processing and the Computer*, 15 min., 68 f. (How EDP developed; integrated system; role of computer)
 2. *The Computer System*, 22 min., 92 f. (Language of the computer; processing cycle; computer units; programming)
 3. *The Feasibility Study*, 22 min., 84 f. (The three areas of study)

4. *The Electronic Frontier in Business*, 16 min., 71 f. (Payout and frontier applications)
Operations Research, A Practical Introduction for Management, AMA; set of three filmstrips:
 1. *Operations Research—What It Is*, 17 min., 77 f. (Development of OR from its inception during World War II to its present use in business and industry)
 2. *Operations Research—How It Works*, 22 min., 106 f. (OR is shown to be not a substitute for management judgment, but a way of giving management better data for reaching decisions)
 3. *Operations Research—Scope and Limitations*, 13 min., 61 f. (Shows how OR can handle the more complex problems that arise in many organizations)
Paperwork Simplification Clinic, SRC; set of four filmstrips
Production Control Systems and Procedures, 35 mm., 13 min., RR
Record Sort, 35 mm., 15 min., RR
The Punched-Card Plan for Motor Freight Accounting, 35 mm., 22 min., RR
The Punched-Card Plan for Wholesale Drug Distributors, 35 mm., 20 min., RR
The Synchro-Matic Punched-Card Plan for Loss and Damage Freight Claim Accounting, Baltimore & Ohio Railroad, 35 mm., 18 min., RR

FILMSTRIPS

650 Magnetic Drum Data-Processing Machine, 46 f., color, IBM
 705 EDPM, 47 f., color, IBM
An Introduction to Electronic Data Processing, 90 min., CMCP (Development of data-processing equipment and the impact of electronic equipment on procedures, management organization, and management methods)
Business and Electronics, 60 min., BAH (What electronics promises as a management tool; survey of electronic business equipment; application of electronics to business information; investigation of electronics by individual firms)
What's New with Univac, 15 min., color, RR (Explains Univac II)

A number of filmstrips on tabulating equipment and its applications are available from IBM. Form numbers range from 29-6100 to 29-6221. Titles, color, and number of frames are indicated below:
Card Punching, Machines #24, 26, color,
 (Continued on next page)

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College
2nd Place: Barnes School of
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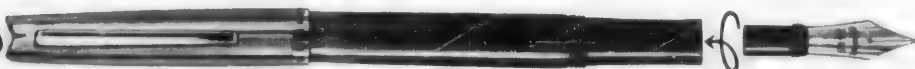
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TWO SUMMER

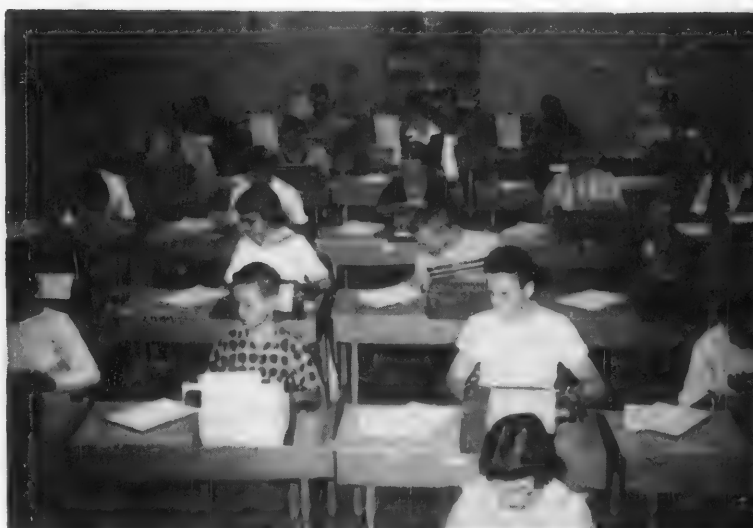
TYPING COURSES

1.

**Typing for
GRADE SCHOOL
Students**

HERBERT R. SCHIMMELPFENNIG

Bismarck (ND) Junior College



RECENT EXPERIMENTS in teaching typewriting to grade students have proved that youngsters of this age level can learn to type-write by touch and that typewriting can be used as an instrument to promote the learning process. Various schools with experience in conducting typing classes for grade students advocate an early introduction of the subject.

Recognizing this trend in modern education, Bismarck Junior College organized an eight-week typewriting course last summer for students who would be starting the sixth, seventh, eighth, and ninth grades in the fall. The objectives we set up for the course were:

- To train students how to operate a typewriter.
- To develop skill and proficiency

in typing for home and school use.

- To develop wholesome and healthy attitudes in job performance.
- To develop sound and dependable work habits.
- To develop an emotional control that would result in acceptable work.
- To promote the learning process in other areas.

Interest in the course was very encouraging. Ninety-seven grade students enrolled in the course—19 from the sixth grade, 31 from the seventh, 24 from the eighth, and 23 from the ninth. There was no selection or screening of applicants; however, an Iowa Test of Basic Language Skills administered the first day of class indicated that all four grade levels were above average in the language-skills area. (See Table 2.) The fee

for the eight-week course was \$15 per student.

The course consisted of 25 skill- and speed-building lessons and 10 production lessons, including an alphabetic pinwheel, typewriter mystery games, business letters, centering problems, tabulation problems, and title pages.

Class periods consisted of 37 sessions of 50 minutes each. Attendance was good, except for those students who missed a number of classes in order to attend Scout camp and those who went on vacation with their parents during the course. The average absence was about 3½ days per student; thus, the members averaged about 30 hours of actual formal instruction.

No special equipment was employed for this lower age group. We used

TWO SUMMER TYPING COURSES (continued)

the 30 standard manual typewriters, the 10 electric typewriters, and the orthodox tables provided for the regular college classes. Since the classroom was used by other typing classes during other periods, it was often necessary for the smaller students to adjust their typewriter height each day and to place blocks under their feet.

The textbook we used was *Personal Typing in 24 Hours*, by Philip S. Pepe, which uses the accuracy-speed-accuracy routine for speed building.

During the eight weeks of the course, each class showed a gain in average speed for each succeeding week, on the basis of errorless 1-minute writes of straight-copy paragraph material. At the end of the eight weeks, the average speed of the sixth-graders was 26 wpm, seventh-graders 29 wpm, eighth-graders 30 wpm, and ninth-graders 36 wpm. The higher grade levels can apparently achieve higher speeds.

Table 1 (below) shows the final errorless speed achieved at the end of the course by the slowest and the fastest student in each grade group, the average of the grade group, and the averages of the boys and the girls in each grade group — again, for an errorless 1-minute write of straight-copy paragraph material. Note that in each grade group the girls achieved a higher average speed than the boys.

In nearly all cases, the production work handed in by the students met office standards, and many of the papers were perfect, even though the time devoted to them was limited.

No homework was required; all the production work was done in class and approved by me immediately after completion. None of the work was letter-graded; the only grades recorded were the wpm speeds on errorless writings, which



BERTA WURM of the ninth grade reached a typing speed of 70 wpm.

were posted daily on a graph on the bulletin board. These speeds were scrutinized closely by the students, since they were competing with themselves to better their speeds each day, as well as with their classmates. At the end of the course, each student was awarded a certificate of completion (on which was recorded the speed he achieved) as a feature of an outdoor "graduation and award" assembly.

Our local typewriter dealers were very interested in the program and showed their support of it by making available various merchandise and cash awards to be presented to the most proficient typists. These awards were also presented at the final assembly; they consisted of a portable typewriter, an engraved pen and pencil set, a dictionary, and \$35 in cash.

I believe that the objectives set up for the course were accomplished. The students did learn and use the necessary operating parts of the type-

writer. They learned to type by touch and developed a degree of proficiency in typing that they were later able to use in home and school work. In many cases, students might well be able to do the basic office work involving typewriting.

The development of wholesome and healthy student attitudes in job performance, as well as sound and dependable work habits, was shown by the caliber of work on production typing and by the lack of any disciplinary disturbances. The students seemed very interested and anxious to learn, and their conduct was exemplary. In view of the fact that some of the production work required patience, exactness, and extreme accuracy, the acceptability of such work seems to me to indicate a degree of development of the necessary emotional control.

In order to determine the extent to which typewriting training has promoted the learning process in other areas, I administered an achievement test in the language area to all the students at the beginning of the course and again at its completion. Comparison of the scores of the two tests shows that the students increased an average of two months in basic language skill development. The most noteworthy increase was in the punctuation and spelling area (see Table 2). Because the students constantly had a visual perception of the words and parts of words as they typed them, we expected improvement in spelling; also, regular proofreading tends to make students conscious of spelling errors and frequently calls into play their natural awareness of when a word "looks wrong."

The least gain was in the capitalization and word-usage area. It should be pointed out, however, that other experiments using control groups have indicated that during the summer months, when he is not in direct contact with learning processes, the average student will lose several months of grade equivalency in the various learning areas. Therefore, I think it is important to recognize that in none of the areas did the students lose any months of development.

I think our Summer Session Beginning Grade Typing Program was a

Table 1
FINAL SPEED SCORES

Grade	Slowest Student	Fastest Student	Average	Boys' Average	Girls' Average
6	11	45	26	21	30
7	13	55	29	25	34
8	20	41	30	25	33
9	11	70	36	28	44

Table 2
GRADE-EQUIVALENT* SCORES BEFORE AND AFTER TYPING COURSE
(IOWA TESTS OF BASIC LANGUAGE SKILLS)

Guide	Punctuation		Capitalization		Usage		Spelling		Total		Gain
	Before	After	Before	After	Before	After	Before	After	Before	After	
6	7.2	7.3	8.2	8.2	8.4	8.4	6.5	6.6	7.5	7.6	1 mo.
7	7.6	8.5	9.0	9.0	8.6	8.8	7.2	7.4	8.1	8.5	4 mo.
8	8.6	8.9	9.3	9.3	9.8	9.8	8.0	8.1	8.9	9.1	2 mo.
9	9.4	9.6	9.4	9.5	10.4	10.5	8.2	8.3	9.3	9.4	1 mo.
All	8.2	8.7	9.0	9.0	9.3	9.3	7.5	7.6	8.5	8.7	2 mo.

* The term "grade equivalent" represents the grade level at which the typical student would make the score achieved on the test. For example, 7.2 means the class average is equivalent to the work of a typical seventh-grader in the second month of that grade.

success. It appears that the objectives were achieved and that the students got a good start toward becoming proficient typists.

One factor that should be considered in undertaking such a program is the extreme heat of the summer months. Efficient learning will be promoted if the typing room can be air conditioned or at least located in the coolest part of the building. As for equipment, the use of standard-size typewriters and tables requires adjustments for the comfort and good posture of the smaller students. The standard manual typewriter appears to have too

heavy a stroke and too expansive a keyboard for small hands. It is recommended that the smaller students be started on portable electric typewriters.

As an experiment, I presented exactly the same lesson material to each grade level. I found that the sixth- and seventh-graders cannot absorb information and follow directions quite so effectively as the older groups. Instruction should perhaps be geared to the grade level involved, with the presentation of more rhythm and technique drills on the lower grade levels, where students do not appear to have so much co-ordina-

tion and motor dexterity as do the older students.

In view of the fact that so many of the students did so well in the short period of eight weeks and that typewriting does aid the student in the learning process in other educational areas, it seems advisable, where possible, to begin typewriting instruction on the elementary grade level.

The students seemed to enjoy learning a new skill, and nearly all of them expressed a desire to attend an Advanced Grade Typing Summer Session, which we are planning for this summer.

2.

Typing for ACADEMIC Students

IRMA J. SUTTON, Dormont High School, Pittsburgh, Pa.

LAST SPRING it was suggested to me that a course in typing be given at the Dormont High School summer session, so that academic students whose fall schedules might not allow them to take many electives would have an opportunity to get some training in typing. At first I was skeptical about the possibility of meeting a full semester's requirements in six weeks. However, after some inquiry among respected colleagues in the profession, I became convinced that such a course had merit. Besides,

I was anxious to find out for myself the extent of learning that might be achieved in such a short, concentrated learning period. I decided to assume the responsibility of teaching the class.

The group was scheduled to meet for two hours each morning, five days a week. We began with a total of 51 students in the two classes, with grade levels ranging from ninth grade (5) to the freshman year of college (1). (Of the remainder, 26 were sophomores, 16 were juniors, and 3 were

seniors.) All but three of the students had come to summer school for typing only; one of these three was taking the driver's training course, and the other two were making up academic credits. Four were "repeaters," and three others had had a little typing experience but no actual training; the rest knew nothing about typing.

The students came from surrounding towns as well as from Dormont. Some were regularly registered in private schools. The girls outnumbered

bered the boys almost three to one. There were four drop-outs; truancy claimed one student, illness another, and two others withdrew to accompany their parents on a long trip.

The classes were held in a room with 26 Royal typewriters—a big advantage, particularly in a short summer course, since it eliminated individual instruction on the manipulation of various kinds of typewriters.

The first week was devoted to learning the alphabet keyboard, the second to learning the numbers and characters on the keyboard and an attempt to develop better, smoother techniques. Frequent short rests from constant typing prevented cramped or tired fingers. Such rest periods were filled most advantageously by explaining the various typewriter parts and their functions, demonstrating desirable finger exercises, doing paper drills, and presenting other demonstrations pertinent to proper posture and the use and care of the typewriter. Time out to compare results after timed drills also provided breaks in the routine and stimulated healthy competition. Thus, my original fear that we would lose much time at the beginning because of tired fingers and wrists not used to so much concentrated and directed activity was quickly dispelled.

Once the complete keyboard and the basic techniques were learned, the two-hour session was divided into two specific types of learning situations—the first hour was devoted to building skills, and the second to problem typing. To provide motivation and stimulate student interest, the skill-building techniques varied, with emphasis on one-minute drills. Of the various techniques used, the three that were the most effective were (1) typing to music, (2) progression typing drills, and (3) the recurrent use of the same easy sentence throughout the course (along with many other sentences, naturally) as practice material for reaching higher levels.

The record player, of course, provided the most fun for the students. It was used almost daily, at least for a few minutes. Because it was delightful and relaxing, students found that it helped them a great deal in improving their skill. Day after day, we typed to the same music; but from time to time we varied the *purpose* of the music drills. Most frequently we used our familiar sentence, and the

gradually increasing speed prodded the students toward higher goals. Sometimes, too, we used the music for practice work on timed writings, choosing records that would best provide comfortable speed levels for the majority of the class members. Occasionally we progressed from one record to another at higher and higher speeds as long as there were a few who could carry on. Students were permitted to drop out as the speeds increased, when they felt that the practice was no longer helpful. Each time maximum speeds were reached, we set accuracy as our next goal; so we would go back to the very slowest record, with perfect rhythm and accuracy getting all the attention. When it became obvious that controlled typing had been achieved, students were finally told, "Now type at your own best speed for control and accuracy. Your goal is errorless typing." The improved results over earlier scores proved the worth of this drill; during the fifth week, many students typed the sentence at 50-60 wpm with no errors.

Paragraph Typing

Progression typing proved to be a very effective drill for accuracy in paragraph typing. Each drill started with the half-minute writing, and students progressed an additional thirty seconds when they had acquired perfect mastery during the preceding time interval. We limited such drills to a maximum of three minutes. Sometimes we used just a practice paragraph; frequently we practiced our timed writings in this way the day before scores were to be taken on the timed writings. (Scores for timed writings, incidentally, were taken twice a week. The timed-writing selections were announced beforehand, and students were permitted to practice them on their own when they came to class early, or when they stayed after class. I let them turn in the best of two or three scores.)

All basic information and basic applied techniques were introduced into the course. The use of carbon paper was taught the fifth week, with multiple carbons used the final week. Erasing was permitted on original copies at the end of the fifth week, and on carbon copies the last week. Students were taught to crowd letters or to spread them in order to make neat corrections. Drills included typ-

ing on ruled paper, drawing vertical and horizontal lines on the typewriter, and learning techniques for typing characters not on the keyboard. We studied the rules for syllabication and practiced syllabication drills. Ribbon-changing was demonstrated, with students practicing threading and unthreading the ribbon.

Because this was an "academic typing" course, the emphasis in problem typing was on those problems that would be most useful to students planning to continue their education. We did include practice on all the various letter forms that are introduced in the first semester of typing, but we reviewed the personal business letter more thoroughly. Horizontal and vertical centering were, of course, included, and tabulation was taught by the backspace-centering method. The last week was devoted to various aspects of manuscript typing, including outlines and even the use of footnotes. Not all students were required to turn in a problem including footnotes, but many of the papers looked very professional.

Having drills at the beginning of the period and timed writings while the students were still fresh seemed to produce good results. Occasionally so much time was required for demonstrations and practice in the applied techniques, such as erasing and the use of carbon paper, that there were only a few minutes left for problem typing. However, I made no apologies to the students; it was my view that to develop adequate skill was more important than to type additional problems, for one cannot apply his skill until he has first developed it. Each week I set new standards, and each week the students kept meeting them. (Some surpassed them.)

For terminal standards at the end of one semester, I was guided both by the charts given in the teacher's manual for *20th Century Typewriting* and by the goals proposed by Alan C. Lloyd and John L. Rowe in their "Grading Scale for Timed Writings," which originally appeared in *BUSINESS EDUCATION WORLD* and was reprinted in the leaflet, "Typewriting Classroom Management." The goals proposed for normal high school classes and based on actual achievement are:

D	C	B	A
20/2	25/3	30/4	35/5

(Continued on page 36)

BUSINESS EDUCATION IN THE U.S.S.R.

An account based on official U.S. and U.S.S.R. sources

ENOCH J. HAGA, California Medical Facility, Vacaville

MANY INFORMATIVE articles have been written recently about business education in other countries. But one country about whose business education we know almost nothing is the Soviet Union. Office occupations are not unique to capitalist countries; the Russians need stenographers, typists, bookkeepers, and file clerks just as we do. Their method of training, however, is different from ours.

In the days of Czarist Russia, education was only for the few and secondary education for the very few. At that time only about 7 per cent of the entire school population was in some sort of secondary school.

After the Soviet revolution, education became available (and compulsory) for everyone. But until a few years ago, no training in business skill subjects was given in the regular secondary schools, and training of clerical personnel was left up to each economic enterprise or agency; at a few secondary schools, however, shorthand and typing were optional subjects for students in the eighth, ninth, and tenth grades.

Today, with the introduction of so-

called polytechnical education, shorthand and typing have been added to the curriculum of certain schools and more time is devoted to these subjects.

The main training ground for office workers, however, are typists' and stenographers' courses, open to anyone who has finished secondary school, and available in all Soviet cities.

These courses are permanent establishments within the system of public education. The curriculum is approved by the Ministry of Education of each of the Union republics. In the republic that includes Moscow, for example, the curriculum includes shorthand, typing, Russian language, history, and clerical work. Students are those who want to work in offices, those who already do but want to improve their skills, and those who want these skills for personal reasons such as students or newspaper or court workers.

The purpose of training governs the length of training. A secretary who wants to improve her skill, for example, may be trained for ten months in classes held five times a

week. She learns to take dictation at 85 to 90 words a minute and to type 200 strokes a minute. She is also taught clerical work, including business correspondence, and improves her knowledge of the language.

The most highly skilled stenographers attend a 25-month course with classes held for three hours every other day. In this course the stenographer learns to take dictation at 125 words a minute and to take down speeches on a variety of subjects. The terminology of a specific field is studied, as well as complex texts in different spheres of the economy such as chemistry, medicine, and metallurgy. Practice periods for these trainees are compulsory.

Courses of other lengths are also offered. So that anyone who is interested can attend, classes are held mornings, afternoons, and evenings.

The evening classes, for example, are held every other night to allow those who work during the day to take advantage of the training offered. Shorthand instruction is also available by correspondence for those who cannot attend the regular

(Continued on page 35)



THE AUTHOR demonstrates pointing technique for chalkboard drill . . . **THEN** the student repeats the procedure.



EACH STUDENT in turn demonstrates the transition from reading to writing.



"HOW MANY GOT IT?" student teacher inquires after using pyramid plan to dictate to beginning shorthand class.

OBJECTIVE: An Effective Shorthand Methods Course

PROBLEMS: Too Many Students, Too Little Time

With careful organization and a few extra hours spent outside class, the job can be done

SHIRLEY BARBER

Oregon State College, Corvallis

HOW CAN YOU organize an effective shorthand methods course when you have sixteen students and only thirty class periods? How can you give your students a firm foundation in fundamental teaching techniques, the psychology of skill learning, and subject-matter knowledge—all in just a few short weeks?

It can't be done? It *can* be done—if you proceed carefully and are willing to devote a few extra hours a week to the course.

Your shorthand methods students will soon join the ranks of professional business educators, so you will want to provide them with all the information pertinent to the teaching of the subject. You will also want to provide them with the time to practice the techniques of teaching and the

opportunity to demonstrate their abilities in a classroom situation.

You will want to include in your lectures the philosophy of business education, the nature of the adolescent student (if it is not taught elsewhere), the psychology of skill learning, the history of shorthand, the differences between the basic and the functional approaches, demonstrations of the first day and the first week in a shorthand class, a demonstration of the transition from reading to writing, dictation rates and speed-building plans, the proper use of the chalkboard, the organization of lesson plans for the four divisions of shorthand learning, and the methods of teaching transcription. You will also want to include instruction on how to pronounce the shorthand characters correctly, how to provide for individual differences, how to test and grade for a two-year program, the need for prognosis, diagnosis, and remedial teaching, and the physical facilities required in a shorthand classroom.

Your students should be taught the proper use of educational aids, bulletin boards, textbooks, supplementary materials, and professional



STUDENTS make flashcards for brief forms and phrases. They'll practice "flashing" the cards on each other.

TRAINING in the use of such aids as the tape recorder, record player, and voice-writing equipment is stressed.



METHODS COURSE (continued)

magazines. They should become familiar with the functions and contributions of the professional organizations, the areas of specialty of well-known business educators, and graduate programs in business education if not included elsewhere in the curriculum.

If your methods class meets for thirty periods, your organization of material could be as follows (with the schedule for the last eight periods based on a class of sixteen students):

Per.	Subject
1	Course Requirements
	Philosophy of Business Education
2	Nature of the Adolescent Student
	Psychology of Skill Learning
	History of Shorthand
	Basic vs. Functional Approach
3	Demonstration: First Day in Shtd.
4	Demonstration: First Week in Shtd.
5	Pronunciation of Shtd. Characters
6	Demonstration of Transition from Reading to Writing
7	Dictation Rates and Speed-Building Plans
8	Fluency of Writing
	Proper Use of Chalkboard
9	Organization of Lesson Plans for Four Divisions of Shtd. Learning
10	Methods of Teaching Transcription
11	Demonstration of Typical Transcription Class
12	Testing and Grading in Shorthand
13	Testing and Grading in Transcription
14	Prognosis, Diagnosis, and Remedial Teaching
15	Providing for Individual Differences
16	Physical Facilities for a Shorthand Classroom
17	Educational Aids and Bulletin Board Plans
18	Textbooks, Supplementary Materials
19	Analysis of Research and Professional Writing
20	Professional Organizations and Nationally Known Business Educators
21	Graduate Programs in Business Ed.
22	Summary of the Do's and Don't's of Shorthand Teaching

(At this point, begin student demonstrations—two a day, 25 minutes each in length. The first demonstration is based on the first year in shorthand; the second one is based on the transcription year in shorthand.)

23-30 Two Student Demonstrations a Day

You may wish to change the allocation of time to place more emphasis

on some areas and less—or none—on others; this can easily be accomplished.

In each class presentation, the students should include a demonstration of a speed-building plan, proper use of the chalkboard, accurate and fluent chalkboard writing, correct pronunciation of the shorthand characters, good organization of time and materials, and the use of an educational aid. The students should also demonstrate enthusiasm and a professional classroom manner in their presentations.

A methods manual can be compiled by the students, consisting of the information given in the lectures and including any materials distributed in class. The table of contents for the manual will follow the outline of subjects you discuss in class, and the manual should be typed in duplicate as a formal manuscript. You can keep the duplicate copy on file to use as a basis for letters of recommendation for teaching credentials. The original copy is returned to the student, who will find it a handy reference in the course of student teaching.

Textbook material to be previewed on the chalkboard should be written on small index cards so the student will not have the cumbersome task of maneuvering the text from one hand to the other while pointing, turning pages, and the like. These preview cards may be clipped to the appropriate lesson in the text if each student owns his book or may be clipped to the lesson plans in the manual if the text is not owned by the student.

You will probably find that your methods students have forgotten an appalling amount of shorthand theory. Since a comprehensive knowledge of the theory is essential to the effective teaching of the subject, a crash review class, held after hours, can remedy the deficiency.

Dictation and fluent chalkboard writing are the two hardest techniques to master and require the

most practice on the part of students. If possible, require the beginning shorthand students to take outside dictation each week and specify the time and place it is available. Then have the methods students dictate to the group, thus affording ample opportunity for previewing, spelling, and pronunciation, and the use of speed-building plans. Both groups of students will benefit from this type of practice.

A brush-up course in grooming, poise, and professional personality can be required as an after-class activity if you feel there is a need for it. It should, however, be offered early enough in the term so that your students can practice the techniques and have them mastered before giving their class presentations.

In addition, each of your students should make a test and a grading scale applicable to each of the four divisions of shorthand learning, make brief form and phrase flashcards, analyze and evaluate two professional articles, and become thoroughly familiar with the information in the text.

The organization of time for the out-of-class activities of your students might be as shown in the chart below.

Your supervision of these extra practice periods will add much to your students' training. If such supervision is not possible, a former methods student could supervise.

With such a dual program in progress—the theory during the class period and the practice during the laboratory session—your students will receive a solid foundation in the methods of teaching shorthand. You will find the students eager to participate in all projects and more than willing to contribute the extra time involved.

When your students complete your course, they will be imbued with self-confidence. They will carry it into their classrooms, where they will teach purposefully, not aimlessly, and will further the cause of better business education.

*Week	1	2	3	4	5	6	7	8	9	10	Final
	Review of Shorthand Theory				Grooming and Poise	Pronouncing, Writing, Educ. Aids		Practice for Class Presentations			
	**D				D	D	D	D	D	D	

*3 hours a week

**Dictation to beginning shorthand students.

Revised Criteria For Evaluating A Business Program

THESE practical checklists have been prepared in order to give Pennsylvania school districts an opportunity to evaluate their business education departments against a set of standards, as a means of determining areas where improvements can be made. This checklist is in part a revision of a similar instrument issued in February, 1956, and published in BEW's September, 1956, issue.

Inquiries about this material should be directed to Dr. William H. Selden, Jr., Consultant, Business Education, Department of Public Instruction, Harrisburg, Pa.

PHYSICAL PLANT AND EQUIPMENT

Better housing and adequate equipment should be intelligently planned in the utilization of existing school buildings and in the consideration of new buildings.

YES NO

- | | | |
|-------|-------|---|
| _____ | _____ | 1. The rooms in the business education suite are adjacent to each other. |
| _____ | _____ | 2. The office-practice and typewriting rooms are soundtreated so that the noise of the machines will not interfere with instruction in other classes. |
| _____ | _____ | 3. There are 40 foot-candles of high quality lighting in rooms where bookkeeping, office practice, shorthand, and typewriting are taught. |
| _____ | _____ | 4. Adequate storage facilities are provided either in each business education room or the area of the business education department. |
| _____ | _____ | 5. Bookkeeping, business mathematics, general business, and shorthand classrooms have a minimum of twenty-five running feet of chalkboard. |
| _____ | _____ | 6. Office-practice and typewriting classrooms have a minimum of fifteen running feet of chalkboard. |
| _____ | _____ | 7. All rooms have adequate bulletin board space, and the material on bulletin boards is kept current. |
| _____ | _____ | 8. A master switch is provided for rooms which have an installation of electric outlets. |
| _____ | _____ | 9. Most of the following items of audio-visual equipment are readily available for all business teachers: opaque projectors, filmstrip and slide projectors, motion picture projectors, record and transcription players and sound-recording equipment. |
| _____ | _____ | 10. Facilities for the showing of projected materials are readily available for all business education classes. |
| _____ | _____ | 11. Each business education room has at least one four-drawer filing cabinet. |
| _____ | _____ | 12. Those manual typewriters that receive maximum usage are purchased and replaced on a systematic basis every three to five years. |
| _____ | _____ | 13. Those electric typewriters that receive maximum usage are purchased and replaced on a systematic basis every six years. |

- | | | |
|-------|-------|--|
| _____ | _____ | 14. Those business machines other than typewriters that receive maximum usage are purchased and replaced on a systematic basis every eight to ten years. |
| _____ | _____ | 15. All business machines including typewriters are adjusted, cleaned, and oiled at least once every school year. |
| _____ | _____ | 16. A comprehensive record is kept of all machines and includes: description of the item, date of purchase, cost, from whom purchased, serial number, repair service, disposition date, and trade-in credit. |

ORGANIZATION AND STAFF

Business needs will more adequately be met when business education is effectively organized, administered, and supervised.

YES NO

- | | | |
|-------|-------|---|
| _____ | _____ | 1. When there are two or more business teachers, one of the teachers is designated as head or chairman of the department. |
| _____ | _____ | 2. The head of the business education department with five or more teachers has at least two periods a day to devote to administrative and supervisory duties. |
| _____ | _____ | 3. The department head has an opportunity to interview applicants (for his department) and to make comments concerning their capabilities and potentialities. |
| _____ | _____ | 4. The department head or principal visits each teacher at least once each six weeks for the purpose of observing the presentation of a lesson. This observation is discussed with the teacher. |
| _____ | _____ | 5. The department head or a business teacher either participates actively or gives consultation in the rostering or scheduling of business pupils. |
| _____ | _____ | 6. The department head maintains an inventory and approves the purchase of departmental supplies and textbooks. |
| _____ | _____ | 7. Once a year, each business teacher observes another teacher for at least two periods in the same or in a different school system. |
| _____ | _____ | 8. All business teachers have had experience working in a business office during the past four years. |
| _____ | _____ | 9. Each business teacher attends one or more professional business education meetings a year. |
| _____ | _____ | 10. The school pays at least a portion of the expenses of each business teacher to attend one or more professional business education meetings a year. |
| _____ | _____ | 11. The selection of equipment and furniture for each business education room is done on a co-operative basis by the business education staff and the administration. |
| _____ | _____ | 12. The teachers review textbooks as they are published by means of a rating scale. When a new book is needed, the one which best fits the needs of the pupils is readily selected. |
| _____ | _____ | 13. If there are new business teachers, an orientation program relative to the community and school system is scheduled during the first few weeks of the school term or preceding the school term to make their job easier and more effective. |
| _____ | _____ | 14. The teachers are developing or have developed a written course of study for each business subject. If the course of study is developed, it is reviewed periodically. |
| _____ | _____ | 15. At least one formal or informal study has been made of business education programs in other schools for comparison and suggestions. |

(Continued on next page)

REVISED CRITERIA (continued)

16. The teachers of the business education department meet at least once a month, and information concerning the department is disseminated to the rest of the faculty.

BOOKKEEPING

Instruction in bookkeeping includes the knowledge and understanding of business papers and an expanded bookkeeping cycle to include the major records of a single proprietorship.

YES NO

1. Bookkeeping is not offered below the eleventh-grade level.
2. All vocational business pupils take at least one year of bookkeeping.
3. The teacher does not use the key in class, nor does he lend it to pupils to use.
4. An understanding of the need and use of systematically kept bookkeeping records is developed.
5. A definite attempt is made to improve the fundamental skills of arithmetic.
6. Pupils learn to interpret and record business transactions.
7. To explain and illustrate the practical value of bookkeeping, various kinds of financial reports are presented to the class for their interpretation.
8. Each pupil works a minimum of one complete practice set a year with business papers.
9. The teacher is constantly on the alert to utilize aids such as enlarged charts, posters, etc.
10. Short quizzes and periodic tests are used to evaluate the progress of pupils.
11. Periodic tests include both theory and practical application of theory.
12. The first year of bookkeeping is presented with both personal and vocational objectives in mind.
13. Pupils are taught bookkeeping ethics.
14. Pupils are required to use ink in completing exercises and practice sets for all entries except pencil footings and work sheets.
15. The school furnishes a workbook for the use of each pupil enrolled in bookkeeping.
16. Either of these two practices is used: (1) perforated stencils are employed for ruling various forms on the chalkboards or (2) permanent lining on chalkboards provides for a journal, a ledger, and horizontal rulings for a variety of forms.
17. There are at least two adding-listing machines in the bookkeeping room or in an adjacent room that are utilized by pupils who have been taught to operate them properly.
18. The desks used in the bookkeeping room have a minimum working area of 5 square feet (720 square inches).

BUSINESS MATHEMATICS

This subject should present, for personal and business use, a better understanding of the principles of business requiring arithmetical skills, techniques, and procedures necessary in store and office work.

YES NO

1. Business mathematics is a prerequisite to bookkeeping.

2. The teacher does not use the key in class, nor does he lend it to pupils to use.
3. The teacher uses the chalkboard frequently and has a specific method of placing problems on the board.
4. Each pupil has a chance to work one or more problems on the chalkboard at least once a week.
5. Extensive use is made of diagnostic tests in planning the instructional program.
6. Examinations, so administered that no pupil can complete all of the problems, are occasionally given to test speed.
7. As a result of tests or oral recitation, the teacher maintains a record of the strengths and weaknesses of each pupil in the fundamental processes.
8. Warmup exercises are used at least every other day.
9. The teacher is careful to define the business terminology of a written problem.
10. When possible, a written problem is not taught as an isolated situation; but some background explanation is given to set it in a business situation.
11. Emphasis is placed on writing figures legibly and neatly.
12. Flash cards are used to promote the learning of number combinations.
13. Instruction is given in proving all types of problems in a different manner from the way they were originally worked.
14. Pupils learn how to use tables for short-cut calculations.
15. Pupils learn to estimate answers, especially in division and multiplication.
16. Pupils learn to check figures that have been copied from a book, another paper, or the chalkboard.
17. Pupils learn how to read amounts of various sizes for the purpose of rapid checking.
18. Pupils usually have time in class to start homework problems which have been explained carefully.

GENERAL BUSINESS

General business provides pupils with a background of consumer business information concerning everyday business relationships, such as buying and selling goods, services and insurance.

YES NO

1. General business is offered to vocational business pupils before they enroll in subjects such as bookkeeping, shorthand, and type-writing.
2. Pupils in other curriculums are encouraged or have the privilege to elect general business.
3. Learnings in general business are correlated with those of other business subjects and with social studies.
4. Project or activity methods are utilized in general business.
5. Supplementary books are used to enrich the content matter.
6. Visual aids such as business forms, filmstrips, motion pictures, and pamphlets are frequently used.
7. Wherever possible application is made to daily living situations, such as available safeguards in handling money (checks, money orders, etc.) and practice given in filling out real forms.
8. An attempt is made to teach pupils to use goods and business services economically.
9. A definite attempt is made to promote good

spelling and to acquire a basic business vocabulary.

- _____ 10. Whenever possible instruction is geared to the activities, ambitions, and experience of teen-age pupils.
- _____ 11. One of the main purposes of general business is to develop in the pupils an appreciation of the American system of free enterprise.
- _____ 12. A unit relative to office automation and the job opportunities that it affords is included in this subject.
- _____ 13. An attitudes check is made at least once, preferably toward the close of the school term, but is not considered as a grade.
- _____ 14. General business provides essential background information for those pupils who will enroll in the business education curriculum.

OFFICE PRACTICE

The content of this subject is specifically conceived to include an understanding of office orientation, indexing and filing techniques, general clerical information, and a working knowledge of machines commonly found in the business office.

YES NO

- _____ 1. Office practice is taught in the twelfth grade and is designed as a finishing course for vocational business pupils.
- _____ 2. At least one year of typewriting is a prerequisite for any pupil who enrolls in office practice.
- _____ 3. Secretary's handbooks are available for pupil learning and pupil use.
- _____ 4. The use of reference books (telephone directory, city directory, dictionary, etc.) is part of the instruction.
- _____ 5. Pupils learn to apply and be interviewed for an initial position.
- _____ 6. Pupils are oriented about business conduct, and the necessity of co-operation with fellow-workers is emphasized.
- _____ 7. Pupils are given detailed instruction in the handling of incoming and outgoing mail, the use of the telephone and telegraph services, and the handling of travel arrangements.
- _____ 8. During the school term each pupil cuts at least five stencils and types five liquid duplicator master sheets, and runs them off on the respective machines.
- _____ 9. Filing is taught on the battery rather than on the rotation plan.
- _____ 10. Miniature filing practice sets or workbooks are provided for each pupil.
- _____ 11. Machines in the office practice room include typewriters, liquid and stencil duplicating equipment, transcribing machines, ten-key and full-keyboard adding-listing machines, and key-driven and rotary calculators.
- _____ 12. Enough machines are housed in the office-practice room so that each pupil has a machine to operate when the class is concerned with this type of work.
- _____ 13. The duplicating equipment is located in a small room adjacent to the office-practice room or in a corner of the office-practice room.
- _____ 14. The transcribing machines are located as far away from the other machines as possible to insure the greatest degree of quietness.
- _____ 15. Washing facilities are available in the office-practice room.
- _____ 16. The pupils are held responsible for the orderliness of the room.

SHORTHAND

The ultimate objective of this subject is production of usable copy at acceptable speed for vocational use.

YES NO

- _____ 1. Pupils who desire to enroll in shorthand are given guidance information by a business teacher regarding the following: need for ability to use correct grammar in the transcription process; kind and amount of homework and study that will be necessary; and some idea of what shorthand is like.
- _____ 2. Two years of shorthand instruction are offered in grades eleven and twelve to vocational-business pupils.
- _____ 3. Each pupil is aware of the standards he must attain to pass a course in shorthand, and the standards for second year shorthand are commensurate with vocational requirements for beginning stenographic employees.
- _____ 4. The school furnishes pupils with shorthand notebooks.
- _____ 5. Pupils use ink in taking shorthand.
- _____ 6. Pupils are given assistance in developing correct study habits for learning shorthand.
- _____ 7. Homework provides for both the constant review of old outlines and the practicing of new ones.
- _____ 8. A record player, theory dictation records, and advanced dictation records are available to all shorthand classes and to pupils during their free periods.
- _____ 9. The chalkboard is used regularly by the teacher for demonstration and drill.
- _____ 10. Stop watches are available to the instructors as part of the equipment of the shorthand class.
- _____ 11. Transcripts are graded on the basis of mailability.
- _____ 12. The teacher who offers first-year shorthand to a group of pupils is assigned to teach second-year shorthand to the same group.
- _____ 13. In second-year shorthand, there is a definite schedule for dictation and transcription.
- _____ 14. In second-year shorthand, dictation is given at least twice by a local businessman or a school administrator.
- _____ 15. In second-year shorthand, dictation is given frequently at sustained periods of 5-10 minutes during the first half of the year and 10-15 minutes during the second half.
- _____ 16. In second-year shorthand, pupils receive practice in taking dictation over a telephone or from a telephone conversation.
- _____ 17. In second-year shorthand, office-style dictation is given toward the end of the year, and transcripts involving multiple carbons, envelopes, and enclosures are required.
- _____ 18. In second-year shorthand, pupils have access to typewriters during the same period that instruction in shorthand is given or during the following period.

TYPEWRITING

Each semester's work—in fact, each unit of work—should become the foundation for a higher level of typewriting performance for both personal and vocational use.

YES NO

- _____ 1. Vocational-business pupils are not scheduled for typewriting below grade eleven.
- _____ 2. All pupils, sometime during their secondary school career, are given an opportunity to elect typewriting for at least one semester.

(Continued on next page)

REVISED CRITERIA (continued)

3. Each pupil is aware of the standards he must attain to pass a course in typewriting, and there are standards for production and straight copy work.
4. Pupils are kept informed of their progress periodically.
5. Pupils are taught to erase properly and to clean and care for their typewriters.
6. In second-year typewriting, pupils work on practical problems. This may be a case of furnishing workbooks and practice sets to the pupils.
7. Vocational-business pupils change typewriter ribbons at least four times before graduation.
8. Vocational-business pupils receive adequate instruction using elite and pica type.
9. Vocational-business pupils receive at least one semester of instruction exclusively on an electric typewriter.
10. There is a dictionary or a book which gives the spelling and syllabication of words available at each typewriting desk or table and also an unabridged dictionary in the typewriting room.
11. Typewriters with open keyboards, rather than blanked-out keyboards, are used.
12. Two utility typewriters are housed in each typewriting room for use when the regularly used typewriters break down.
13. Typewriting desks or tables are adjustable or vary in height between 27 and 30 inches.
14. Posture chairs, 16 to 18 inches in height, are provided in the typewriting room.
15. All typewriting desks or tables face the same direction.
16. Each desk or table in the typewriting room contains not more than one typewriter.
17. Copyholders are available at each typewriting desk or table and are used by the pupils.
18. Each typewriting room has a typewriting demonstration stand which the teacher uses for demonstration purposes in instruction.
19. A drawer, in one of the filing cabinets, is available where pupils can leave their work.
20. Each typewriting room has as part of its equipment a stapler and an interval timer.

SPECIAL COUNSELING SERVICE

The teachers of business education can effectively implement the school's guidance service; that is, the business education department can supply practical, specialized guidance.

YES NO

1. Parents are informed of the advantages and desirability as well as any possible disadvantages of their son's or daughter's enrolling in the business curriculum.
2. The head of the business education department, a business teacher, or a counselor talks to all eighth or ninth grade pupils about the business curriculum.
3. Former vocational-business pupils are invited to talk in either business classes or assembly programs concerning their experience in the business world.
4. An effort is made to guide only those pupils into the business curriculum who have aptitudes (as determined by tests, previous achievements, and teachers' recommendations) for bookkeeping, clerical, sales, and stenographic jobs.
5. An effort is made to encourage boys who have an aptitude for office work to enroll in the business curriculum.

6. Pupils who plan to major in business administration in college are advised to take one year of bookkeeping.
7. A career conference or some other desirable event is planned once each year to enable pupils to learn about careers in bookkeeping, selling, etc.
8. The school has a business club or an F.B.L.A. (Future Business Leaders of America) chapter which supplements as well as enhances the guidance program.
9. Bulletin board displays, assembly programs, and/or the school paper are used to publicize guidance information which should be of interest to vocational-business pupils.
10. Books and pamphlets relative to the area of business are available in the library and are used by pupils.
11. Audio-visual aids relative to office work are used with pupils who are interested in enrolling in the business curriculum.
12. The business education department works with the counselor in placement or is responsible for the placement of vocational-business graduates in the stores and offices of the community.
13. Employers consult the business education department before employing vocational-business graduates.
14. At least seventy per cent of the pupils who take the business curriculum utilize their vocational skills in early employment.

COMMUNITY AND SCHOOL RELATIONS

Business education must function in relation to the life of the community and to the total school curriculum.

YES NO

1. The business education department invites at least one businessman a year to speak either in business classes or an assembly.
2. To better serve the needs of the community, the business education department, once every five years, makes a survey of business offices and stores in the employment area for the purpose of determining the need for possible curriculum revision and to aid in the proper selection of business machines.
3. At least one follow-up study is made of each year's business graduates to give their evaluation of the curriculum for the purpose of making revisions.
4. The faculty of the business education department meets with a committee of three or more businessmen (lay-advisory committee) at least once a year for the purpose of promoting business education understanding and co-operation.
5. The business education department presents one high school assembly program a year pertaining to some phase of its work.
6. The business education department releases annually at least two articles to the school newspaper.
7. The business education department, with the approval of the school administration, releases annually at least one article to the local newspaper.
8. Community resources, trade publications and employee handbooks are utilized for instructional purposes when appropriate.
9. The business teachers are well acquainted with business activities and businessmen in the community, and they are active in community affairs. (Continued on page 32)

DON'T TAKE "YES" AS AN ANSWER



Do your students have as much information at their fingertips as they think they have? Find out by using problems like these

CAROLINE BECKNER, Casey Junior High School, Boulder, Colo.

WHEN YOU ask your business class if they know the alphabet, they can't help sneering a bit as they answer, "Of course!" But if you give them problems in filing, they seldom do them correctly until you've drilled them over and over on alphabetizing names.

Do you assume that all your students know how to use the telephone directory? Believe me, they don't. Borrow enough copies from your local telephone company to see whether your class can find—quickly—the answers to situations like these:

1. You want to call a Government representative about your Federal tax forms. How is he listed?
2. You're going on an auto trip. Who can tell you about road conditions?
3. You need to call the drug store located at 1852 Arapahoe Street, but you can't remember the name. Find the name and the phone number.
4. You intend to call the Dog Pound to see if they've found your dog. Under what classification is it listed?
5. What number do you dial for the time-of-day service?
6. You are planning a trip to Europe by steamship. Where in the telephone directory would you look for assistance?
7. You wish to locate a John Burton,

who you know is an insurance agent for State Farm; but you don't know where he lives, and there are three John Burtons in the phone book. Where would you find his phone number?

Can your students read an ordinary road map? Don't you believe it! Get enough state maps from filling stations and give the class a list of questions to answer. Not only will they learn much, but it will enable you to present them with a math problem in a more interesting manner, too. This makes a good supplement to the travel section.

(Continued on page 38)

"HOOZ-HOO" IN GENERAL BUSINESS

PAUL BARTHOLOMEW, *Author*

A SKIT FOR AN ASSEMBLY PROGRAM

(*SETTING: Panel tables on stage. Each character is seated behind a sign bearing his name in bold letters.*)

BENJAMIN BETTER BUSINESS (*with dignity*): Good morning, everyone. I am Benjamin Better Business. You see gathered around me a group of my very good associates who have graciously consented to appear here this morning in a panel discussion designed to acquaint you with the parts they play in the world of business. (*Panel members rise and bow, their grandiose manner indicating their opinion of themselves. After much scraping and clearing of throats, they seat themselves.*) I am sure that you know most of the panel members and have had dealings with some of them. They seem eager to have their say, so I will not intrude further on the discussion. May I, then, at this time introduce you to my good friend, Mr. Three-in-One.

MR. THREE-IN-ONE (*pompously*): Good morning, my dear public. I represent myself, of course, but I *am* typical of everyone within the sound of my voice. I use and consume products and services—food, clothing, shelter, taxis, post offices, records—I really dig those, don't you? (*Does a little dance step.*) Of course, I work a little for my hard cash and my daily bread—shining up Pop's car and baby-sitting for my darling little sister. I try to be a good citizen, too, because I respect and obey the laws of my community. So you see, friends, as a consumer, worker, and citizen, I must be the most important person in the world of business—in fact, that's why they call me Mr. Three-in-One. (*Sits ceremoniously.*)

BEN. BET. BUS.: Thank you, Mr. Three-in-One—(*Gus Greenback suddenly rises and takes the floor. BEN. BET. BUS. shakes his head hopelessly and sits.*)

GUS GREENBACK (*arrogantly*): May I have the floor right now? I wish to say, Mr. Three-in-One, that it is certainly good to hear you admit that you think of working now

and then so you'll be able to put me, Gus Greenback, in your pocket. I may be the root of all evil, as I've heard people remark—and I've even heard some jokers say that I can't bring happiness. But I've noticed that some of these same jokers are quite miserably happy when I'm around. I remember the day I was born. My mother had covered my poor groaning father from head to foot with liniment and bandages, because he had just pushed a monstrosity heavy wheelbarrow of potatoes three miles down the road to Cactus Junction, where he traded it for a return load of white sand for the cellar bottom. That night I came into being as a better medium of exchange. Today I, Gus Greenback, rank first in the field of business. (*He sits. Just as BEN. BET. BUS. rises to introduce the next speaker, he is thwarted by the sharp voice of BARBARA BANK.*)

BARBARA BANK: Oh, come now, you big ape! What would you have done if I, Barbara Bank, hadn't happened along? When you're resting peacefully and safely behind the thirty-ton door of my shiny new vault, do you ever think how things might be if I weren't around to protect you? And just to deflate your ego, don't forget that ninety per cent of the world's business transactions are conducted by checks drawn on me. And every day, more and more people are trying to get along with credit cards and other money substitutes because you're such a blamed nuisance and menace to their well-being, what with robbers, purse-snatchers, and others trying to get their hands on you at the point of a gun. If I were you, I'd start paying me, Barbara Bank, greater honors—because, after all, where would you and the rest of the business world be without me to help you?

SALLY INVESTMENT SAVINGS (*waits until BARBARA BANK has seated herself, then rises, stretches, and yawns just as BEN. BET. BUS. is about to introduce her*): Oh, me, how utterly monotonous and boring you've become, Barbara dear. To hear you carry on, one would think that I, Sally Investment Savings, was not the very foundation of your existence. If it were not for all those smart,

CAST
 BENJAMIN BETTER BUSINESS
 MR. THREE-IN-ONE
 GUS GREENBACK
 BARBARA BANK
 SALLY INVESTMENT SAVINGS
 IKE INSURANCE
 SAMUEL SOCIAL SECURITY
 TAMMY TIME PAYMENT
 CARRIE COMMUNICATION
 TILLIE TRANSPORTATION
 FANNIE FILE
 LESTER LAW-TAX
 PHIL FUTURE

clever people that I represent, you wouldn't even be able to pay your light bill. What a quiet place your sacred halls would be, if it weren't for my people who visit you regularly to make those savings and investments that give you an excuse for being! You know, old dear, if I were you, I'd really try to be a bit more modest in mixed company, especially if I, Sally Investment Savings, who represent the most vital unit in the world of business, am around. (*Sits with a huffy air.*)

BEN. BET. BUS. (*jumping to his feet in an effort to head off ISAAC INSURANCE, who is slowly rising*): Now, now, Sally, remember that we came here today to get ourselves off to a fine start for the new fiscal year, and not to argue. Please be very patient with each other . . . And now, may I introduce to you our next speaker, Mr. Isaac Insurance, who will, I am sure, have some choice words for us. (*Sits.*)

IKE INSURANCE: Choice words, is it? Well, how do you like those pineapples? Here I am, Ike Insurance, the greatest hero the world of business has ever known—I, who have rescued the orphans, the widows, the friendless of all ages and climes—and I must be forced to sit here and listen to such drivel. There isn't one of you who isn't covered to the hilt with my robe of protection. What is the first question you all ask in time of peril and need? "Gosh," you murmur, "I wonder if my insurance is paid up?" And what makes you wonder, my beloved friends, riddle me that? Because you know that if I am *not* paid up, you may be in the red—but good! Now I ask you, in the name of common sense, who is really the most important factor in the world of business. I will name you no names, but his initials are Isaac Insurance. (*Sits pompously.*)

SAMUEL SOCIAL SECURITY (*rising quickly, thus causing BEN. BET. BUS. to shake his head feebly*): May I say just a word, folks? I, Samuel Social Security, am just a youngster in the world of business, so I need some good, solid backing from the citizens I represent to establish my importance. I prefer to be modest, how-

ever, and allow my good record to speak for itself. I am really a number, and I follow you from the cradle to the grave, just as a good, loyal number should do. Oh, I could become very mellow and tell you of some of the good deeds I'm doing for the old and young who belong to my army. Of course, I'm probably going to be in touch with most of you someday, sooner or later, when you get ready to hang up your working togs for good and join the front porch rocker brigade. Then you'll all be looking for the mailman when I drop around on the fourth of the month. Why, even now, some of you are counting on my help if you should become sick or disabled, or if good old Gabriel should crook his "come-hither" finger at you—and I'll be on hand to help your dear families over the rough spots when you will not be present for roll call. But I guess I've said more than I intended to, so I'll apologize for any boasting I may have done, for none was intentional, and I will sit now so that you may have your full say. (*Sits.*)

TAMMY TIME PAYMENT: Well, well! It's about time someone showed a little modesty around here! I'm happy to know you, Sam. As for me, Tammy Time Payment, I never blow my own horn, either. I'm too busy dodging those no-good fellows, the "Dollar-down-and-the-rest-when-you-catch-me" boys, to think about my own importance to the world of business. But if you stop to consider my tremendous activity and popularity among my fellow men, who constantly use me to purchase a new-fangled washer to launder their dirty duds, or a new jalopy to joyride in, or a new TV set to watch Chester and Mr. Dillon on (to mention just a few of the transactions I'm so active in), you'll soon come to realize that I, Tammy Time Payment, need no special fanfares to announce my universal business importance—so there. (*Seats herself primly.*)

BEN. BET. BUS. (*mopping his forehead as he rises to introduce the next speaker, resigning himself to the fact that things are beyond his control*): My dear, dear friends, allow me please to introduce—(*He is sharply interrupted by the loud voice of the next speaker.*)

CARRIE COMMUNICATION: Do you know, old buddies, I believe that some of you have never heard of me, Carrie Communication, Alexander Graham Bell's best girl friend. And speaking of Alex (confidentially) he ran a poor second to that cute Sammy Morse and that curly-headed dreamboat from sunny Italy, Gulie Marconi—to mention just a few of my old flames. Oh, I see that I've started a new train of thought in your minds. You had forgotten all about me, hadn't you? I feel like tearing down all my millions of miles of cable that link your offices and homes and factories and wrapping them around your collective stupid heads. Oh, I just hope you dial a wrong number the next time you call someone. It would serve you right. Need I say more to remind you to give credit where credit is due in the future? And don't forget Carrie the next time you discuss "Hooz Hoo." There, I've said it and I'm glad. (*Sits.*)

BEN. BET. BUS.: Thank you so much, Carrie. Of course we wouldn't forget you even if we could. *What am I saying?* . . . It gives me great pleasure at this time to present a very good lady who has always been active in my behalf—Tillie Transportation.

(*Continued on page 32*)

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OUNTING

SIMPLIFIED

By FREEMAN, HANNA, and KANN

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Authored by three nationally known educators with
a background of high school teaching.

NEW YORK

Adams High School
Moray Set 1 High School, Albany
St. Joseph Academy, Albany
Apt & Tech Inst., Alfred University, Alfred
Wilbur H. Lynch Sr. High School, Amsterdam
St. Mary's Catholic Institute, Amsterdam
St. Joseph Hill Academy, Arrochar
Au Hable High School
Madison School of Business, Brooklyn
St. Leonard's High School, Brooklyn
St. Nicholas Comm. High School, Brooklyn
Grover Cleveland High School, Buffalo
Blean High School, Buffalo
Bumt Hills High School
Central Square School
Cape Vincent Central School
Chazy Central Rural School
Susquehanna Valley Central School, Coe
Cortland
Virgil Central School, Cortland
Central School, Crown Point
Dundee Central School
East Hampton High School
East Rochester Board of Education
East Syracuse High School
Edmeston Central School
Edwards High School
Sweet Home Central School, Eggertsville
Fort Ann Central School
Frankenburg Central School

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teachers.

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Homer Central School
Indian Lake Board of Education
McClary Quaker School, Jamaica
Southwestern Central School, Jamestown
Jerkish High School
Johnson City High School
Kenmore High School
Union Free School District No. 1, Kenmore
Lake Placid High School
Levittown Memorial High School
Little Valley Central School
Liverpool High School
Lowville Academy
Lansing Central School, Ludlowville
Atlantic Avenue School, Syracuse
Lyndhurst High School
Marquette Central School
Middletown High School
Edison High School, Mt. Vernon
Newburgh Central School
North Lewis Central School, Mountville
Schoharie High School, Newfane
Amherst Sacred Heart of Mary, New York
Academy, New York
Tabor Ave. Secretarial School, New York
Dorothy Kane School, New York
Jean of Arc Comm. Center, New York
McAister School of Embalming, New York
Midtown School of Business, New York
New York Business School
Our Lady of Perpetual Help Bus. Coll., New York
Rice High School, New York
Thorp Secretarial School, New York
New York Mills High School
Lafayette Sr. High School, Niagara Falls
Niagara Falls High School
North Tonawanda High School
Oswego Free Academy
Pearl River High School
Pittsford Jr. High School
Jamaica Avenue Sr. High School, Picheon
Van Rensselaer High School
Charlotte High School, Rochester

East Evening High School, Rochester
Benjamin Franklin High School, Rochester
Sales-Chili High School, Rochester
Dwight D. Eisenhower High School, Rochester
Holy Angels Home, Rochester
Jerkison High School, Rochester
John Marshall High School, Rochester
West Hill High School, Rochester
Academy of the Sacred Heart of Mary, Sag Harb.
Linton High School, Schenectady
Nott Terrace High School, Schenectady
Senior Business School, Schenectady
South Glenville Central School
Sylvan High School
Blodgett Vocational High School, Syracuse
Brittish Hill Central School, Troy
Tupper Lake High School
St. Anthony's High School, Utica
Ulton Catholic Academy
Walton High School
Watkins Glen Central School
Board of Education, West Babylon
West Hamstead High School
Whitesboro Central School
Williston High School
Windsor Ashland Jewett Central School
Windsor
Westchester School of Business, Yonkers

NORTH CAROLINA

Durham Business College
Mrs. Fuller's School of Steno., Oxford
Mitchell College, Statesville
St. John's School, Waynesville

NORTH DAKOTA

St. Mary's Academy, Devils Lake
Hillsboro High School
Sherwood High School
Wheaton High School
Notre Dame Academy, Willow City

OKLAHOMA

Armadillo High School
Bray High School

OHIO

Buckeye High School
St. Mary's School, Cincinnati

288 problems; 168 review and discussion questions;
58 beginning-chapter reviews; 50% more total prob-
lem material.

Jewell's Consolidated High School, Port Clinton
Fredericktown High School

Olney Evening School, Philadelphia
Wm. Penn Sr. High School, Philadelphia
Avalon High School, Pittsburgh
Belvidere High School, Pittsburgh
Metropolitan Pittsburgh Co. Ed. TV Bn.
South Hills Catholic High School, Pittsburgh
Salisbury Jr. High School
Schuylkill Area Acad. It School
Warrington High School
West Newton High School

RHODE ISLAND

East Greenwich High School
Woonsocket Sr. High School

SOUTH DAKOTA

Flandreau High School
Freeman High School
James Valley Christian High School, Huron
Seminole High School, Rapid City
Winnipeg High School

TENNESSEE

Alton High School
Sevier County High School, Dandridge
Columbia High School, Memphis
Oak Ridge High School
Wartman High School

TEXAS

Georgetown High School
Belton High School
Christoval High School
Covington High School
A. M. Casselton High School, College Station
Lagle Lake High School
Hendville High School, Fort Worth
Central High School, Galveston
Lewis Business College, Galveston
Schulenburg High School
Hill Country High School
Mary Grantly Smiley Sr. High School, Houston
Jewett Park High School
La Feria High School
Chingston High School
Hansfield High School
Marta High School
Memphis High School

UTAH

Central Utah Vocational School, Provo
Dixie College, St. George
Spanish Fork High School

VIRGINIA

Carver Price High School, Appomattox
Crown High School
Central High School, Heathsville
Hotsway High School
Sacred Heart Cathedral School, Richmond
Hammock Catholic High School
Campbell County High School, Rustburg
Rustburg High School

WASHINGTON

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Already on nine state-wide lists . . . Georgia, Idaho,
Kansas, Kentucky, Oklahoma, Oregon, Tennessee,
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Washington High School, Portland
Washington High School, Portland
Crook County High School, Prineville
Eagle Valley High School, Rimn
Mount Angel Preparatory School, St. Benedict
Sandy Union High School
Vale Union High School

PENNSYLVANIA

Central Catholic High School, Allentown
Allentown High School
Summerhill Twin High School, Gettysburg
Belwood Antis Bor. Sch.
Conestoga Sr. High School, Berwyn
Mount Aloysius Jr. College, Crossen
Villa Maria Academy, Erie
Everett Southern R. School
Fleetwood Jr. Jr.-Sr. High School
Jermyn School District
Koussatt Con. School
Meadville Senior High School
Newmarket Township High School, New Market
Frankford High School, Philadelphia
Germanstown High School, Philadelphia
Kensington High School, Philadelphia
Marlborough School, Philadelphia

WEST VIRGINIA

Cram High School
Hinton High School
Rainelle High School
Talcott High School

WISCONSIN

Aspen Valley Adult School
Bozeman Vocational School
Wisconsin Academy, Columbus
Union High School, Oshkosh
Oshkosh City High School
Union Free High School, Grant
Edgewood High School, Madison
Dominican High School, Milwaukee
Lincoln High School, Milwaukee
Spartan College, Milwaukee
Mission High School
Muskegon High School
Saxon Union Free High School

WYOMING

Blende High School
Wyoming State School, Sheridan

gg office

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AT ONE TIME or another during your teaching career, you must have asked your students to compose something at the typewriter—maybe just a few sentences explaining an absence, or perhaps a paragraph about “Why I Like Typing.” But no matter what the writing assignment may have been, you know what to expect when your youngsters start writing directly at the typewriter.

Or do you?

You don't *really* know, do you, unless you've tried a continuous program for at least a semester. One or two writing assignments, or even four or five, just can't give you all the answers, any more than four or five timed writings will tell you everything about your students' typing skill. So when your students start writing—and keep on writing at least once or twice a week throughout the semester—some good things are bound to occur. Here are a few you can expect:

Your students will improve in writing ability. Just as you can see them increase in typing speed and accuracy, you will see them grow in ability to use a typewriter to express their thoughts. For example, the following Sample No. 1 was written by a C student during the eighth week of the semester; Sample No. 2 was written by the same student during the sixteenth week of the semester. It's not perfect—but then, you shouldn't expect perfection in eight weeks. However, growth in writing facility is obvious; and this is the important thing.

No. 1

I think I would rather have a personal phone call than a letter because then you can hear the persons voice and ask questions and get an answer right away without having to wait until your friend has a chance to write.

No. 2

Dear Editor:

I think that was a very nice story you wrote for our school. Our whole school would like to thank you. It made us feel good to hear such a nice write up about our school. It make us proud to think our school has won such high honors in the field of sport.

Some of my friends that go to a different school thought that the collum was wonderfull. They said that they wished it could happen to their school in the future.

In the future I hope that you will continue the good work that you have done.

Yours truly,

You will get to know your students better. When youngsters start putting their thoughts on paper, the teacher gains new insights that just don't come out of copying exercises. Notice, for example, the surprising differences in honesty that are revealed in the following papers written by three students in the same school, same typing class:

Student No. 1

If my boss is cheating the government and I knew it I would report it even though I would lose my job. I could find employment somewhere else and be better off. Taxes are very important and no one should cheat no matter who they are.

Student No. 2

I would tell the boss I knew what he was doing and make a deal with him. I would tell him that I would want half of it or I would swquel on him. I think he would give me half of it our he would go to jael.

Student No. 3

I am not sure just what I would do but I doubt if I would tell on people I think they have their own conscience and it would both them more than it would me. And I think if the Revenue is watching as close as they are suppose to be doing, they would catch a business place quite easy.

Your students will type with just about the same speed and accuracy at the end of the semester as they do in classes where they never compose at the typewriter. No, they won't be better typists on timed writings; on the other hand, they won't be any worse for the experience. My studies of actual classes have shown that composing at the typewriter does not significantly affect typing skill.

Nor do such students develop the sorry habit of looking at their fingers all the time, any more than *you* watch the keyboard when you sit down to write a personal letter at your own typewriter.

Your students will write more. And why not? The machine makes writing easy and fast; and, like any modern convenience, the typewriter takes the work out of writing. Students will begin to type many of their other class assignments because they have learned how to use their machine as a practical writing tool.

You will find that grading is easy. Since you are continually recording grades for timed writings and copied

letters, tabulations, and centering projects throughout the semester, as you always do, you really won't need to grade more than three or four of the writings. And since you're not an English teacher, your grading is simply a matter of perhaps reading over the papers and sorting them roughly on the basis of honors, improving, and guidance—or maybe just grading them on the number of worthwhile ideas expressed, or on the number of lines written in, say, ten minutes.

You'll enjoy reading the writings. Every paper is different; no monotonous “Dear Sir: We have your order,” etc., over and over and over. And be prepared for a chuckle now and then, even if the stimulus is an error, like “Thank you for the puppy. I'm busy now trying to housebrake him.”

There are many more good things you can expect when your students compose at the typewriter; and, of course, these will vary with the class, the school, and the teacher.

What NOT to Expect

On the other hand, there are certain things you should *not* expect when your students start composing at the typewriter.

Don't expect your youngsters to begin a writing assignment “cold.” Give them a “thinking warmup,” the same as you give them a typing warmup. In other words, get them started by stimulating a few thoughts on the topic for the day. And it's essential that you motivate *every* time your class begins a writing assignment.

For example, suppose your students are going to write a postal card to a pen pal. You can, of course, say: “Today I want you to write a postal card to a pen pal. If you haven't a pen pal, pretend you have one. Just write about the things you've been doing. You have twenty minutes. Begin.”

Or you can spend at least five minutes whipping up some enthusiasm and interest. There are a number of ways to do this. You might read a few sample cards that have been written by previous classes. You might call on a few students to tell about their pen pals and what they have been writing about. You might have a clipping from the newspaper telling about a youngster in a foreign country who is eager to correspond with young people in this country. Or you might write on the blackboard a list



What to Expect When Your Students COMPOSE AT THE TYPEWRITER

—and what NOT to expect

PHYLLIS MORRISON

(Formerly at University of Michigan, Ann Arbor)

of interesting items that the class has suggested to be written to pen pals.

Don't expect every student to be interested in writing about every topic you present—even after vigorous motivation. Sooner or later the day will come when some individual is going to raise his or her hand and announce: "I don't know what to say." Don't argue or coax or insist. Tell

the youngster you'll be with him in a minute; put the class to work on the assignment; then privately talk to the student and draw out some ideas from his experiences. If one or two students simply cannot write about the topic for the day, by all means decide on an alternative, in keeping with individual interests.

Don't expect your A and B stu-

dents to improve too much in one semester. Obviously, these people have little room for much improvement. On the other hand, you can expect your D and E students to make the most improvement—not only in punctuation, capitalization, and grammar, but also in the amount of writing they produce. Studies of actual classes have indicated that the slower students show more improvement than the brighter members of the class.

Don't expect composing at the typewriter to make your job of teaching any easier. Suppose you've just done a terrific job of motivating thinking and your class has eagerly started putting their ideas on paper. Everyone is typing. No, you can't sit down and start to grade yesterday's timed writings. Now is the time for all good teachers to move around the room and actually help students correct their rough drafts. Youngsters need someone to point out misspelled words or errors in sentence structure, punctuation, or grammar. Always have your class follow these three steps: (1) Type thoughts on paper quickly; (2) Correct copy with pencil and check with you for final approval, and (3) Type the final copy.

Don't expect your students always to write what you want to hear. For example, suppose the class is writing about school activities—e.g., Should our school dances be for our students only or should we be permitted to ask outsiders? You may feel strongly about keeping school dances strictly for the school. Your youngsters may have other ideas. If you're going to try to change their thinking, then you'll probably meet with resistance. Better let them put their ideas down in writing—then, if you want to lecture, you can discuss some of the papers in class the next day.

Try to remain calm the first time someone hands in "smartie" comments or just plain nonsense. If possible, ignore the paper.

Don't expect your class to have enthusiasm for writing at the typewriter if you use such words as composition, essay, theme, grammar, etc. Stress the use of the typewriter as a writing tool—"just like a pen and pencil, only faster." If you put the accent on the advantages of writing directly at the machine, your students will enjoy it, you'll enjoy it, and you'll get the results that you have a right to expect.

M. HERBERT FREEMAN
New Jersey State College, Montclair

J. MARSHALL HANNA
Ohio State University, Columbus

GILBERT KAHN

East Side High School, Newark, N. J.

TEACHING

THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING

SECOND SERIES

GILBERT KAHN

5. How to Teach What Inventories Mean

INVENTORIES, accruals, deferrals, depreciation—how glibly these and other terms roll off the tongue of the bookkeeping teacher! But exactly what do those words mean to the student? Yes, the term is usually carefully defined before the related entries are taught. Furthermore, the student is called upon to regurgitate that definition in the course of various kinds of application practice. But is that definition more than an empty collection of words? Does it, as it should, dramatize for the student a business situation that involves people and important decisions?

Let's take just one term, inventories—a list of the kind and quantity of articles on hand and their value—and examine the possibilities for making the definition come alive.

The story of inventory in business can be made a fascinating one. As the plot is developed, the student should be made to see that not only is every operation affected but that the very survival of a business depends on the size and kind of inventory. This interesting narrative also provides background for a better understanding of the entries for removing old inventories and for placing the new ones on the books. Logically, the beginning of

this story should be a discussion of the types of inventories.

When the kind and quantity of articles on hand are determined by an actual count of those items, it is called a physical inventory. If the list is compiled by using information recorded on the books (adding purchased articles to those previously on hand and subtracting those removed or used), it is known as a book inventory.

A book inventory will supply the desired data more rapidly and with much less effort. Those businesses that require inventory information on a minute's notice keep perpetual stock cards. Entries are made on these records at the time of receipt or withdrawal of goods so that a running total of amount on hand is always known.

In a properly administered business, the accuracy of the book inventory is periodically checked by a physical inventory. The method of taking a physical inventory will vary with the type of merchandise. In some businesses, it is a relatively easy matter of counting the number of articles on the shelves. Where there are many small items, the inventory is sometimes taken by weighing. A stock clerk in a manufacturing business will weigh out an ounce of a certain part and count the number of parts in that ounce. Then, that number is multiplied by

the weight, in ounces, of all of the parts of that type. Most students have seen service station operators check their gasoline supplies by inserting a calibrated measuring stick into the tanks. Liquids in other businesses are measured in the same way. The calibrations or markings on the measuring stick are varied to match the size and shape of the tank.

Public utilities and manufacturing firms that stockpile many acres of coal, chemicals, and other materials use special techniques. They multiply the weight of one cubic foot of the substance by the total number of cubic feet occupied by the stock piles. It sounds simple, but certain factors complicate the inventory. Because the material has been exposed to the weather, the amount of moisture must be considered in calculating weight. The pressure of the material, piled many stories high, plus the action of the tractors and other machinery working on top, pushes it many feet into the ground. Hence, space occupied both above and below ground must be considered in determining the total number of cubic feet occupied. Some firms use aerial photographs and others use surveying instruments to acquire data about cubic footage. This information is subjected to intricate mathematical computation before the final inventory figure is reached. Even with extreme care it is not always possible to evaluate accurately the effect of intangibles on the amount of material on hand. Therefore, most companies that inventory outside stock piles accept the book inventory figure unless there is a variation of more than 5 or 6 per cent between it and the physical inventory.

An interesting and worth-while project for some of the more capable students in the bookkeeping class is to have them visit a number of representative industries and businesses in the community to ascertain how often and in what way inventories are taken. The benefits of this project accrue in two ways: from the experience and knowledge acquired in interviewing the businessmen, and by sharing these experiences with their classmates through oral or written reports.

After How, Why

The methods of taking inventory—the *how* chapters—are just the prologue to the principal part of the story. The *why* chapters are the most interesting and important. Here the student should learn the purposes of taking inventory, the information derived, and the type of management decisions made.

In an ideal business situation, the amount of material on hand should be the quantity purchased or manufactured less the amount sold or used. However, in many businesses there are factors that cause shrinkage. The executive must eliminate or reduce that shrinkage to the minimum to protect his profits. Those businesses that handle perishable merchandise expect a reasonable amount of spoilage. But the operator of a produce market will do well to question the reasons if the spoilage increases beyond the amount usually experienced by his type and size of operation. Is too much being purchased? Is it too ripe when bought? Is there improper merchandise handling? Is there insufficient refrigeration?

Merchandise of a volatile nature requires careful inventory control. A gasoline truck carrying 5,800 gallons can lose more than 30 gallons of its load, depending on the temperature and length of the trip. When the rate of evaporation begins constantly to exceed the normal evaporation rate, the manager had better investigate.

Frequent, unannounced taking of inventory enables management to discover shortages caused by employee pilferage and theft. It not only reveals such losses but does much to reduce them by discouraging the workers from succumbing to temptation.

The success of a merchandising business is, to a large extent, dependent on the rate of turnover. The more often money can be realized from a sale, reinvested in new merchandise, and resold, the greater are the chances of profit. Information gathered from inventories tells management much about what is and is not selling. It can then intelligently form its purchasing policies about such things as: What kinds of merchandise should be handled? How much of each type? Should it be high quality or low quality merchandise, or a combination of both? From whom should it be bought? When should it be purchased?

A company can make decisions about pricing policies: Should it try to contend with competitors by price cutting? Should it have "loss leaders" (certain items sold at or below cost to attract customers)? Should one price be maintained for everyone, or should special customers be granted discounts? Should the prices of popular items be increased and those of slow-moving goods be reduced?

Selling methods can be adjusted after examining the relationship of inventories to factors like: What type of advertising should be used and how much? How often should clearance sales be held? Are the proper techniques being used by the sales force to stimulate interest in slow-moving articles?

The epilogue of the story is the valuation of inventories. Proper instruction emphasizes from the outset that the purpose of bookkeeping is the supplying of information—information that is up to date and accurate. The plot of the story is not so complex or subtle that the student will have difficulty understanding that accuracy of inventory information involves two factors: determination of the kind and amount of goods on hand and assignment of the correct value to that material. An over- or understatement of value on the balance sheet will distort the amount of assets and capital. An inflation valuation on the profit and loss statement will materially affect the gain or loss on the sales and the final net profit or loss.

Because of price fluctuations, the value of an item at the time of inventory may be different from what it was at the time of purchase. The ability of the class and the time available will govern how many of the following methods the teacher will explain: (1) Valuation at cost or market, whatever is lower. (2) Valuation at actual invoice price. (3) Valuation at average cost. (4) Valuation at last invoice price. (5) Valuation on first-in, first-out basis. (6) Valuation on last-in, first-out basis. But certainly every student can benefit from an awareness that different valuation methods applied to the same situation can result in varying inventory values.

Teachers may not agree on the time for studying the inventory story. Some will advocate it as an introduction to the teaching of inventory adjusting entries. Others will want it used for enrichment after the entries have been taught. How much of the story should be told and when can vary with the conditions of the teaching situation and the methodology of the teacher. However, some version of the story must be told, even if it can only be a condensed one. Without it, the important topic of merchandise inventory will have little meaning.

(This series will be continued in the September issue)

"HOOZ-HOO" IN GENERAL BUSINESS

(Continued from page 25)

TILLIE TRANSPORTATION: Good morning, hot-rodders and cut-down, souped-up cowboys—and all you other go-go jetterroos, diesel monkeys, and water skidders. Man, like I was certain I wasn't going to make this pow-wow at all, what with my pistons pounding and my airbrakes smoking on land, on the sea, and in the air (*breaks off to go into a chorus of "Off we go, into the wild blue yonder," accompanied by gestures, but breaks off almost at once*) and all that jazz. Why, my dear, dear public, do you realize that in the last twelve clockadoodles I have covered almost a million sizzling miles in everything from a baby buggy to a Strato-Jet? It tickles my pickles to hear you apronstring-hangers rattle along about your importance to the world of business, when here I am, with the steam bursting in my boilers, and I have to waste time listening to you. Man, like I've had it—and I hope I don't have to call in my crankshaft crew to spin you around a bit before you bow down and pay proper homage to Tillie Transportation, the shiniest apple in the business world barreleroo. (*Sits.*)

FANNIE FILE (*rising before BEN. BET. BUS. can do so*): Oh, dear, oh, dear! And just to think that I, Fannie File, was getting everything so nicely organized in my file drawers! I was so sure that I had put all of you in your proper places—and here you are, all running about, helter-skelter, and shouting at each other, too—almost. Well, I'm so glad that I have so many pretty little filing clerks to help me get you back where you belong. How in the world would you ever get straightened out again if it weren't for Fannie File? No wonder I'm so important in the world of business. Believe me, things would be in a sorry mess if I ever forgot my alphabetical arrangements. (*Sits.*)

LESTER LAW-TAX: Don't you think it's about time for a word from me, Lester Law-Tax? Oh, no, I didn't put on my official uniform this morning—you know, the one with the big brass buttons on it. But just the same, I see that you're all paying good attention—better attention, shall we say, than you paid to any of the other speakers? Oh, no, this doesn't make me feel conceited—proper self-respect, nothing more. But I notice that most of you are trying, and have been trying for a long time now, to stay on the right side of me. And, do you know, I'm right glad about that? Makes me sure that you recognize my prime importance in this great world of business that you've been yakety-yaking about. After all, we all know that by obeying me, the law of the land, and paying me your just share of the tax burden, you make it possible for mutual safety and welfare to prevail in this wonderful land of liberty and freedom which we are all so proud of. Now we all know, don't we, just how much Lester Law-Tax has to do with all these items. You can lay down your weary bones at the end of a hard day, content in the knowledge that I will protect you till the rising of the sun. Nuff said. (*Sits.*)

BEN. BET. BUS.: Thank you, Your Honor. We are all indebted to you. And now here is our fine associate, Mr. Phil Future.

PHIL FUTURE: Well, I see that, as usual, I, Phil Future, am going to be the last one to have his say. I feel

much obliged to all of you for giving me something to think about. But it makes me feel a bit sad, too, to know that I may have to listen to more of your arguing as we go along. Of course, we could bury the hatchet now, before we start—not in each other's heads, but in the heads of Old Man Pessimism and his son, Gloomy Outlook. If we pull together, things can't help getting better for all of us—and, considering my importance to all of you, and to business, we had better start getting along together right now. (*Sits.*)

(*At this point, audience participation may be solicited by having each panel member ask the audience to vote for him or her as the most important person in "Hooz-Hoo."*)

BEN. BET. BUS.: Dear, patient audience, please allow me to apologize for the unintentional rudeness of my associates. You see, they are all so eager to keep things rolling in the important area of their operations. I have just a word or two to say to them in closing, and you may listen in if you care to. (*Turns to panel members.*) Well, it seems to me, my fellow workers, that you all consider yourselves to be rather important—the "Hooz-Hoo" in the world of business. I suppose you're all just about right, too. If we were to have to manage without any one of you, it would be difficult. But can't you see how interdependent you are—that, without each other, none of you would accomplish very much? Do you know, our relationship to each other reminds me of a little song I used to sing long ago. I'm sure that all you panel members know it. Let's sing it through twice—and let our friends in the audience join us the second time around. (*Leads as panel members sing, to the tune of "Have You Ever Seen a Lassie?"*)

The more we get together, together, together,
The more we get together, the closer we'll be.
The closer, the closer, the closer, the closer,
The more we get together, the closer we'll be.

(*Repeat with audience joining in.*)

(CURTAIN)

REVISED EVALUATIVE CRITERIA

(Continued from page 22)

- _____ 10. Vocational business pupils are encouraged to read and borrow books from the community library for the purpose of building their vocabulary, broadening their scope of understanding, and developing an appreciation of human relations.
- _____ 11. Vocational-business pupils make a minimum of one field trip a year to observe a business establishment.
- _____ 12. A teacher prefaces a field trip with a variety of preliminary steps that are known to be necessary, for example, (1) the future host is aware of the learnings that should result, (2) the pupils have discussed the observations to be made, and (3) such activities as library research and outside readings have been completed when advisable.
- _____ 13. A field trip progresses with (1) group arrangements for adequate observations, (2) the opportunity to ask questions, and (3) the recording of observations.
- _____ 14. The teacher prepares and makes use of follow-up questions for class discussion immediately after a field trip.

Here's a technique for enriching
your secretarial practice course

MAVIS A. CURRY

Florence (Ala.) State College

THIS WAS my first day of work, and my boss had just stepped out of the office when the phone rang. A male voice on the other end of the line asked, 'Can you drive a milk truck? My store needs some milk in a hurry.'

A secretarial procedures student related this incident after her interview with the secretary of a local milk company.

This is only one of many illustrations of the varied and unusual duties expected of the secretary on the job as discovered by my secretarial students during their recent interviews. Early in the semester, we discussed the possibility of spending a half-day in an office; but as the semester flew by, we found that we could not give up that much time. We then decided on the interview, which was to be done as an extra-class activity during the girls' free periods.

The girls would be on their own, the time spent in the offices would be short, and all the class members could not visit all the offices; so careful planning was necessary. The purposes of the visit, possible places to be visited, and suggested topics for discussion were drawn up and duplicated, and each student was given a copy. The interview plan appears on the next page.

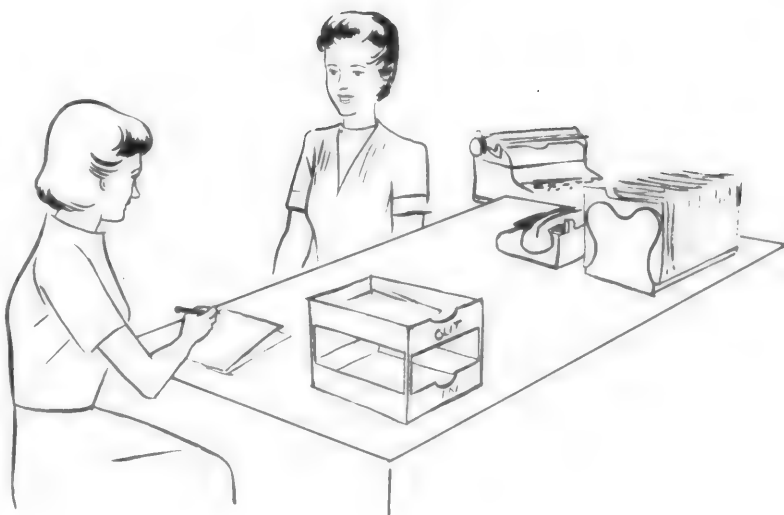
After classroom discussion of this plan, the girls "went out on the town." Each chose an interview partner, and together they decided on the type of office they would visit. They were not limited to any particular type of agency. A class period was set aside in advance for an informal discussion of their discoveries.

The values of the visits can be gleaned from their own comments. (Remarks in italics indicate what I feel are the broader issues involved.)

"I didn't realize a secretary did so much work. I don't think I want to be one any more."

Which clerk's assistant?

(Continued on next page)



Interviewing Secretaries On the Job

GUIDE FOR INTERVIEWING THE SECRETARY ON THE JOB

Purposes:

1. To acquaint ourselves with the general atmosphere of an office in action
2. To see our classroom studies "come alive"
3. To acquaint ourselves with the various kinds of offices where secretarial work is done
4. To develop an awareness of what is required of a secretary
5. To learn, if possible, some "tricks of the trade"

Kinds of Offices to Be Visited:

- | | |
|---------------------|-------------------------------|
| 1. Insurance Agency | 6. County Government Official |
| 2. Bank | 7. Department Store |
| 3. Stock Broker | 8. School Administrator |
| 4. Lawyer | 9. Loan Agency |
| 5. Doctor | 10. Milk Company |

(Others may be added)

Suggested Topics for Discussion and Observation:

1. Types of Equipment Used
2. Transcription and Dictation Duties
 - a. Approximate time spent in taking dictation
 - b. Average length of letters and approximate dictation speed required
 - c. Letter style preferred
 - d. Special tips
 - e. Pet phrases of the dictator
 - f. Minimum typing speed necessary
3. Filing System
 - a. Kinds of records kept
 - b. General organization of the files
 - c. Types of items kept in a tickler file
4. Working Day
 - a. Number of "bosses"
 - b. Length of working day
 - c. Does the secretary punch a time card?
 - d. Salary one could expect as a beginner
 - e. Chances for promotion
 - f. Surroundings in which the secretary works (furnishings and lighting of the office)
5. Duties
 - a. Notary Public
 - b. Arrangement of meetings and appointments
 - c. Receptionist
 - d. Mailing
 - e. Banking (Is she bonded?)
 - f. Other
6. Preparation for the Job
 - a. School subjects that have been of greatest value
 - b. Special qualities necessary

INTERVIEWS (continued)

"Looks as though business arithmetic and English are musts. She figures payroll, keeps accounts, and computes discounts in addition to writing letters."

(How should I prepare?)

"She says accuracy in typing is a must."

(How well should I develop my basic skills?)

"Secretaries do 'punch' time cards. Guess I'll have to learn to be on time."

(What work attitudes must I have?)

"The stock broker's secretary is registered and can really buy and sell stocks just like her employer."

(Will I be able to feel that my job is important?)

"If you fail to keep insurance records up to date, your company can be sued like anything."

(How responsible will I be for my work?)

The girls reported that their interviews ranged from fifteen minutes to an hour. Some said that they would have liked to stay longer; all agreed that they were glad they had gone.

I feel that the on-the-job interview has these points in its favor:

- It takes only a short time; this is important to both the student and the co-operating office.
- It serves in the place of several field trips, in that the students see the office as a whole, rather than simply becoming acquainted with equipment in an office supplies store, etc.
- The students are given a chance to shoulder responsibility; the choice of where, when, and how to go is left up to the individuals concerned.
- It serves as an initiation for an actual job interview.
- It provides a survey of the kinds of opportunities available in secretarial work in the community.
- It gives the individual student a chance to ask questions of a secretary working in the student's area of interest.
- It provides a survey of the requirements of a particular job.
- It places classwork in a context of reality.
- The students enjoy the assignment.
- The business world gets a chance to talk back.

U.S.S.R.

(Continued from page 15)

classes. Correspondence courses were first offered in 1940 and are still very popular with persons of widely varying ages and education.

A uniform state shorthand system was adopted for the Russian language in 1933. It has since also been adapted to a number of other languages spoken in the U.S.S.R.

Clerical training is the responsibility of the management of each economic enterprise, department, or agency. Training programs for new personnel and courses for improvement and upgrading of regular employees are provided. Many offices arrange short-term courses adapted to their particular requirements to train stenographers and typists from among their own personnel. A number of offices hold weekly refresher and practice courses in shorthand, enabling their employees to improve their skills and upgrade themselves.

The U.S.S.R. Ministry of Foreign Affairs has its own training program for stenographers and typists. These courses have entrance examinations, and, because of the specialized nature of the work, the students receive a special stipend. They are taught foreign languages and typing on foreign keyboards.

Some colleges and universities and also some of the semiprofessional schools (technicums) offer shorthand and typing. The journalism school of Moscow University, for example, teaches these subjects. Medical schools generally teach shorthand and typing to improve the work of nurses and surgeons' assistants.

Thus we see that there are many avenues to learning shorthand and typing in the Soviet Union. The most common is the special course taken after completion of general secondary education; but these subjects are part of the curriculum of certain secondary schools and more time is being devoted to them. For special work, such as in the Foreign Ministry, there are special courses offered by the particular agency. In addition, correspondence courses are also available.

Training of general clerical workers is not part of the public education system. Such training is usually handled by the particular agency hiring the trainee.



SHORTHAND CORNER

CELIA G. STAHL VESTAL (NEW YORK) CENTRAL SCHOOL

When I remember the story of the shorthand teacher who had one year of experience twenty times instead of twenty years of experience, I hasten to ask myself what I tried during the past year that was new and different to me.

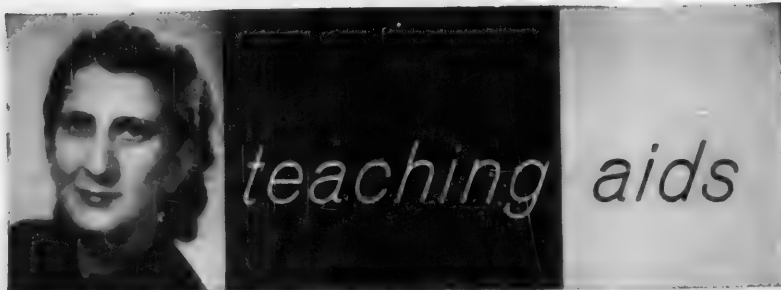
Last fall, with the misgivings that come from unfounded prejudice, I used for the first time the workbook correlated with *Gregg Transcription Simplified*, our third semester text. My primary concern was the time element, both in and out of class; but not a student minded the few moments' extra preparation, and each page was checked in class in two or three minutes. These minutes actually saved hours of instruction, for the carefully formulated transcription pointers eliminated much presentation and discussion formerly based on teacher-constructed study guides and unit work in various secretarial handbooks.

Although I have always used the Competent Typist Tests from TODAY'S SECRETARY, this year I inaugurated a four-step pattern that proved amazingly effective. During the first week of each month, the class twice took two 5-minute timings during the transcription period, using the best score out of the four attempts as the rate on which improvement would be based. The second week, timings were taken from the corresponding shorthand plate. The third week, the selection was dictated at a comfortable speed that enabled every student to write legibly, and timings were taken from the students' own notes without correction. The final week, timings were again taken from these notes and neat corrections were required. Almost without exception, students improved their net speeds considerably between the first and fourth weeks, under conditions that more adequately approached course objectives and office conditions.

Because there are many students who, with just a little push, would reach 120 and 140 wam, I introduced a One Hundred Forty Club this spring. Any student who has earned the official Gregg award for five minutes at 100 or for either three or five minutes at 120 is eligible for membership. There are no attendance requirements. We meet in the approximately 15-minute interval between the arrival of the morning buses and the attendance check in home rooms and in the final 10 minutes of the lunch period. This makes possible about two hours' extra speed work weekly during the last ten weeks of the final semester. We use the same previewed minute plan used at lower speeds in the regular Shorthand II class. Our text is *Previewed Dictation* since *Progressive Dictation* is used during class. The One Hundred Forty Club, although it adds to the work of the day for both student and teacher, should eliminate for some the heartbreak of not quite qualifying for a speed award in June.

The less-capable child in the advanced shorthand classes has always presented a very special challenge to me. Each year there were a discouraging number of failing grades when transcripts were marked on mailability or on New York State Regents' standards. So that the slowest student can achieve, I have started a series of special weeks. On Monday I announce, "This is No-Raised-Capitals Week" (or Skillful-Erasing, Framed-Picture, Comma-Conscious, Perfect-Spelling, No-Words-Omitted, etc.). "Any paper without a single raised capital will be given 50 per cent upon which to start." This plan emphasizes the elements of good transcription on a rotation basis; it keeps the poorer student from simply giving up, and it keeps the best student on his toes. When spring vacation rolls around, most students are doing passing work on mailability standards, and the special weeks are put aside until fall.

How I long for mental telepathy—that I might know and use the "new" things you have tried this year!



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Television report. A report on the National Workshop at Chapel Hill, N.C., in June of last year was prepared for distribution by the Fund for the Advancement of Education, 477 Madison Avenue, New York 22, N.Y. The workshop was composed of 150 teachers, representing more than 200 school systems in 15 states. It was the first national workshop on the use of television in the teaching of large classes as part of the regular instructional program. Write for a copy of *The National Program in the Use of Television in the Public Schools*.

AV directory. An excellent guide to current models of audio-visual equipment, this compilation lists and pictures more than 500 models and gives specifications and prices. All models are listed alphabetically by manufacturer. If you are planning new audio-visual equipment for your classroom or new school building, this directory is what you need. Send \$4.75 to National Audio-Visual Association, Inc., Fairfax, Va.

Civil Service. *Federal Jobs Overseas* was issued last January. This pamphlet describes how to go about obtaining an overseas position, the conditions of employment, agencies employing overseas personnel, and general information. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Price: 10 cents.

SoundScriber chart. The SoundScriber Corp. has some new teaching materials for you. The wall chart may be placed on the bulletin board to assist students in learning transcribing machine features and operation. SoundScriber is also making available two reprints from TODAY'S SECRETARY, "Is Your Boss a Problem Dictator?" and "Detailed for Dictation". Both are free in single copies. They will be glad to send you detailed information on other items, too. Address these requests to 6 Middletown Avenue, North Haven, Conn.

Mathematics aids. For those of you who teach mathematics, the booklet *Ten Teaching Aids You Can Make* may improve your teaching. The ideas in this booklet are easy to make by following the simple directions and accurate illustrations. Send \$1 to Schmidt Teaching Aids, 3625 Latham Road, Baltimore 7, Md.

Teaching cartoons. *How to Study* is the newest of the 14 cartoon sets prepared by Special Teaching Aids, 3408 N. Potomac Street, Arlington 13, Va. Other titles of interest: *Advanced Typing*; *Speech*; *Bookkeeping*; *School Characters*; *Cafeteria Manners*; *Shorthand*; *School Spirit*; *Conservation*. Each set is \$2; size is 8 by 10 inches. Discounts if several sets are ordered.

Posture posters. A set of four posters depicting good posture has been prepared for free distribution by American Seating Co., Grand Rapids 2, Mich. They will appeal particularly to the high school boy and girl and are attractive to display. They are accompanied by a teacher's guide.

Math careers. A good reference for students interested in this field is *Professional Opportunities in Mathematics*. The contents of the current fourth edition includes chapters on The Teacher of Mathematics; Opportunities in Mathematical and Applied Statistics; The Mathematician in Industry; Mathematicians in Government; Opportunities in the Actuarial

(Continued on next page)

ACADEMIC STUDENTS

(Continued from page 14)

Thus, to get an A grade, students had to type at the rate of at least 35 wpm with not more than five errors. On the basis of this chart, 15 of the 47 students remaining at the end of the six weeks attained A standards or better, with half of this group doing better than 40 wpm—the best rate being 47/3, scored by a student who had never had any previous training. On the other hand, there were seven who met only D standards or who actually did not make a passing grade on the timed writing, but who had produced some acceptable work in other areas. And there was one—the inevitable one!—who could not learn to co-ordinate sufficiently to justify giving her credit.

There were about as many C's as A's, and eight students qualified for the B grade on the timed-writing tests. It all added up to the fact that, at the end of the six weeks, about half the class were typing at the rate of 30 wpm or better with controlled accuracy.

Although the class had not been screened (all applicants were accepted, but on the ninth-grade level only superior students were encouraged to try it), I felt that the group was above the average of regular typing classes. It had to be a superior class, since everyone who was in it wanted to be there. The morale of the group was delightful, especially among the younger members. "I just love this course!" was a typical remark. This contagious enthusiasm developed an *esprit de corps* that I believe was largely responsible for the good results.

Other psychological factors played a part, too. From the beginning I let the students know that they were "guinea pigs" being used experimentally for Dormont High's purposes. They accepted their roles and seemed to enjoy putting on a good show. Then too, the factor reflected in the truism, "Success breeds success," helped to carry them along, as they saw that recorded scores on the board compared favorably with those in the manuals. Also, many of them spent additional time in the typing room across the hall getting more practice or making up work. The class seemed above average in stroking, in keeping their eyes on the copy, in their rhythm and even in proofreading. Also, there

were fewer typical weaknesses, such as a tendency toward strikeouts.

As for myself, I did feel somewhat frustrated by the limitation on time. I tried to present as many different aspects as I could of the application of typing to everyday problems, but I would have preferred to give more practice work in some specific areas, such as syllabication. I believe it is normal for typing speed to advance much faster than typing control; but at the end of the fifth week we seemed to approach a plateau in speed as the group acquired much better control. This carried over to the final week. I should like to have had a little more time to test and prove the accuracy control.

I have, however, changed my mind about the advantages *versus* the disadvantages of a concentrated typing class. The results of this summer session indicated that the opportunity for continuous daily drills along with fairly frequent timed writings and problem typing enables one to reach higher standards sooner than is the case when learning must be diversified, with intensive skill-building drills one week and considerable problem typing another. The continuous daily drills for improved skills, on the other hand, eliminate the drop-off ordinarily experienced when the emphasis is on problem typing.

How much the students retained of what they learned last summer would be determined largely by how much they practiced their new skill. I do know, though, that their own reactions to the course were generally favorable, as can be seen from these typical comments:

"Amazing how you can have a fine control of typing in only six weeks!"

"I learned much more than I had expected to learn in six weeks."

"Course was a *big* success."

"I think this summer school typing class was an excellent idea and should be continued."

"I suggest that a second-year course in typing be offered next summer for those of us who wish to learn more typing."

"The records helped a lot and were fun."

"I thank you as well as the school for the opportunity to take this course."

In conclusion, it seemed to me that the time was well spent and the results achieved would justify trying it again.

more teaching aids

(Continued from opposite page)

Professions; Non-Academic Employment of Mathematicians; References for Further Reading. Single copies are 25 cents each for less than five, 20 cents each in quantities of five or more. Order from the Mathematical Association of America, University of Buffalo, Buffalo 14, N.Y.

Typing games. A new book by A. H. Davis and J. S. Peterson will provide many suggestions for creating more enthusiasm in the typing classroom. Games are designed for students of varying abilities and last from ten minutes to a full period. The price of *Games for Typists* is \$1 from Allied Publishers, 645 East Ankeny Street, Portland 14, Ore.

Curriculum guides. The Minneapolis Public Schools offers a series of curriculum guides in business education that will be of interest to methods teachers and to teachers planning a course. The following guides, available at 75 cents each, were published recently: *Junior High School Typewriting; Typing 2A; Senior Typewriting; Senior Shorthand; Stenographic Skills 1 and 2.* Order from Robert Fausch, Coordinator of Publications, Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis 13, Minn.

Secretarial filmstrip. This filmstrip, called *Secretarial Duties*, is in two parts. The first deals with the mechanics of correspondence and other paper work; the second covers more advanced responsibilities such as handling callers, arranging appointments, and organizing an executive's business trips and itinerary. It was produced in collaboration with the Imperial Typewriter Co., Ltd., and may be obtained from Education Productions, Ltd., East Ardsley, Wakefield, Yorkshire, England, for \$3 (plus postage).

Business handbooks. For a list of excellent handbooks for reference in retailing or business management, write to Dun & Bradstreet, Inc., Business Publications Division, P.O. Box 803, Church Street Station, New York 8, N. Y. Some of special interest: *Some Do's and Don'ts of Selling as One Buyer Sees Them* (\$1); *Getting Ahead in Small Business* (\$1); and *Pitfalls in Managing a Small Business* (\$1).

Book list. *Books for the Teen Ager* is an annual list published by the New York Public Library, Fifth Avenue and 42 Street, New York 18, N.Y. It contains titles for leisure-time reading, but also includes some informational and text materials whose subject and presentation have special appeal to teenagers. About 80 per cent of the 1,500 titles are adult books. Copies are 50 cents each and may be ordered direct from the Library.

Foreign Service. If students often ask you about positions in the Foreign Service, these three booklets will be of particular interest: *Employment Information; Career Opportunities in the Foreign Service; and Assignment: Foreign Service.* They are available from: The Secretary of State, Washington 25, D.C.

Postal Information. A helpful pamphlet, *Postal Information*, tells how much postage to use for what, how to address mail, how to wrap parcels, when to mail, and how to save time and money by using the mails correctly. It is one of a series prepared by Employee Relations, Inc., and may be obtained for 25 cents from this company at 13 East 53 Street, New York 22, N.Y.

Visual presentation. *Visual Presentation Handbook for Business and Industry* is a helpful guide. Each chapter covers the use of a different kind of visual aid including charts, flannel boards, magnetic boards, slides, filmstrips, lettering. Paperback price is \$1.25, hard-bound, \$3.50. Write to Oravizual Co., Inc., Box 1150, St. Petersburg 33, Fla., for more information.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

What do you see when you look at a student? "Oh, you can't fool me on that one," you say. "I know the right answer to that. I've been around for quite a bit, educationally speaking. Besides, you've asked that before. I see an individual, unique and different from every other individual—in spite of the fact that we are all terribly alike. I don't just lump my students all together as a group. I see them as individuals—truly I do."

Good for you. And for every teacher who came right back with a similar reply. That is a right answer. But a little anecdote in the April *Reader's Digest* points up the fact that perhaps we need to examine our answers to that question a bit further.

It's the story about the track coach who saw a young man run down the street and around the corner at top speed. A second later a policeman came by and asked the coach whether he could describe the man, a suspected purse-snatcher. "Sure," said the coach, "he carried his head too low, brought his arms too far across his chest, kicked his legs out too far behind, and toed out."

"But what did he look like; what was he wearing?" asked the policeman impatiently.

"I don't know," said the coach.

It does have a bearing on our question, doesn't it? What do you see when you see a student? Do you see chiefly those characteristics, talents, and interests that are a reflection of your interests or specialty? Do you see only his potential and his weaknesses as a business student or as the kind of individual you think of as "tops" or do you see the total picture? Do you unconsciously or subconsciously see just the evidences of those things that *you* deem most important and worthy?

Try this little experiment. Ask two of your fellow teachers who are as "different as night and day" to rate the same student for you. Mr. A has more creative ideas in a minute than many of us do in a lifetime. His classes are always doing something new and different and challenging (although they seem to be a bit on the noisy, disorganized side). From him you would get: "Johnny Jones? Sure, I remember him. The patient, plodding type if I ever saw one. As long as it's in the book he'll parrot back a good C or B answer to you. Make it straight memory work and he can end up with an A. But I never could spark that kid into using his mind for something besides transferring little bits of knowledge from his book to a mental pigeon hole. I don't think he really has the ability to think creatively at all."

Miss Z's classes are models of routine and organization, of definite and thoroughly covered textbook assignments and tests on them. She says: "Oh, Johnny Jones was a very good student. He was always well prepared. His notebook was the neatest in the class—and the thickest. I just wish we had more conscientious and thorough students like John."

It's revealing, isn't it? And what do you see when you look at Johnny Jones? Think about your answer over the summer.

And whatever you plan to do this summer, whether you are going to teach or study or work or just relax, remember that a good teacher is always learning and is always receptive to new ideas and influences.

Will this summer help to make you a better teacher?

DON'T TAKE "YES"

(Continued from page 23)

You might try letting each student plan a round trip from his home town to a city 275-300 miles away, then ask questions like these:

1. How many hours are needed for the trip at an average speed of 50 miles an hour?
2. What's the cost of the gas at 34.8¢ a gallon?
3. Figure food for yourself and one companion at an average of \$1.25 each per meal, plus a motel for the two of you.
4. What was the total cost of the trip?

Has your class been initiated into one of the best sources of information—the newspaper? Challenge them by showing what they can gain from studying it. Your nearest big-city editor will gladly contribute Sunday copies for each of your students. You, too, may be amazed to find that you can spend a whole week on the newspaper—not in discussing the news, but in discovering the kinds of information it carries regularly. The business-financial section and the classified ads, for instance, should prove absorbing. Does your class know where to look for a ride to, say, Chicago? (Knowledge like this could be a money-saver for prospective job seekers—or joy riders.) Then, too, you might let each student have an imaginary \$500 to invest in stocks. A month later, have them check the stock listings to see whether they made or lost money.

Instead of diminishing in its appeal, this newspaper project gains in importance and interest.

Your boys and girls will soon be confronted with everyday questions that, as adults, we consider too ordinary to discuss. For instance, how often have you formed an unfavorable opinion of the person you meet by the way he shakes your hand? Most boys will probably learn the significance of this social grace the hard way. Why not occasionally take time to greet your class at the door with a handshake? Make them look you in the eye and grip your hand firmly as they say, "How do you do, Mr. (or Mrs.) Black." At first they will be embarrassed and think you're daft, but they will soon learn to do it with ease—and later they'll appreciate your thoughtfulness.

What other situations will your students confront that you can make easier for them—and at the same time stimulate their interest in your business course?

It All Adds Up

MARGARET D. VAUGHN

TWO WEEKS AGO I got an offer. "Want a job for a week?" he asked—adding lightly, "One of my employees wants¹ a week's vacation. If you're interested, drop around Friday and she'll tell you what to do. You can start Monday² morning at 8:30."

That was all. So on Friday, I dropped around politely—just for a minute or two on³ my way to an appointment.

"Just count the money," the vacation-happy employee said.

"Leave \$110.00⁴ in reserve. Write everything in this book. Subtract it from this book. Be sure you make out the checks for any⁵ amount over \$2,000 and enter them here. Enter the payroll deductions in this book."

All this came⁶ at me rapidly, something like an eccentric tommygun having a fit of nerves. I nodded dumbly. There didn't⁷ seem much else to do.

"You'll do just fine," she cooed as she fast-shuffled through an imposing stack of record books.

I⁸ know now she said it only because she needed me to get that vacation.

Yes, I guess that's all there was to it—⁹for a bookkeeper. Me? I don't know a debit from a credit.

Monday morning arrived, and I can say without¹⁰ hesitation that I did one thing right that day. I got there at 8:30 a.m.

"First count the money," she had¹¹ said.

I counted it. \$264.36. Now what?

"Enter it in a book," she had said.¹²

Which book? There were dozens in all shapes and colors. Obviously this required some thought. I sat and thought.

Two hours later,¹³ I had bowed to the inevitable. I reached for the first book on top of the pile. It would do as well as¹⁴ any other.

"Leave \$110.00 in reserve," she had

said. But what was the reserve? Better yet, where was¹⁵ the reserve? No sturdy iron safe jutted from the wall; no hiding place peered from beneath the carpet. After an¹⁶ extensive search, I had collected nothing but dust. Logic told me there was only one possible answer. I¹⁷ left the money where I found it—in the cash register.

With things going like this, you can see why I resented¹⁸ it when an Accounts Payable by the name of Edgar K. Knapp wanted to pay his bill.

He stood by the window¹⁹ and blinked rapidly several times through his rimless spectacles.

Sternly, I ignored him.

He cleared his throat and, when²⁰ this brought no response, coughed gently. On the tenth cough, I was forced to look up.

"Why don't you come back next week?" I asked²¹ hopefully.

"I'd like to pay my bill now. I have the money . . ."

"Exactly. Why give it to me?" I said with crafty logic.²² "Why not keep it for awhile. There must be other things you'd rather use it for, buying something perhaps, a pipe—²³ two pipes?"

"But . . ."

"You do smoke, don't you?"

"Yes, but . . ."

"Well then, there you are." I sat back with a sigh of relief, confident that²⁴ I had handled a difficult situation with finesse. On the whole a great deal of finesse. I smiled . . . and found²⁵ myself staring into two cold gray eyes. Quite, quite cold. They belonged to H. T. Snibbens, the office manager.

He²⁶ spoke, slowly and precisely. "Mr. Knapp is paying \$28.99 on his June bill, Miss²⁷ Mannering. You will accept it please."

He nodded and Mr. Knapp extended his two twenty dollar bills on cue.

What²⁸ could I do but clang open the cash register and give Mr. Knapp his \$1.01 change.

Mr. Snibbens²⁹ sniffed suspiciously

and glided away. Mr. Knapp went too—backing off with his eyes firmly fixed on mine, a hazy³⁰ look of apprehension filming them over. Most upsetting.

By the time he discovered that I'd short changed him³¹ (just by \$10), I had figured out what to do with his \$28.99. Also I knew³² what I would do with all the other money I had accumulated. I would enter it neatly in one of³³ the books—say the thin, green one with the hard cover—and label it Money Left Over from Yesterday.

A brilliant³⁴ idea. The more I considered it, the more I liked it. It was obvious, simple—in short, a stroke of genius.³⁵

Now that things were clearing up, the situation became all at once tolerable. I began to hope³⁶ I might last out the week.

Monday passed, Tuesday, Wednesday . . .

It was on Thursday afternoon (at 2:15 p.m. to³⁷ be exact) when a sudden jolting thought disturbed me. It was possible, barely possible, that some of the³⁸ accumulated money should go to the nearest bank. My predecessor had mentioned a bank, hadn't she? It seemed³⁹ likely. The total receipts were now about \$1,101.48 in cash and a⁴⁰ \$2,000 check for the sale of a car. (I must admit I take no credit for selling the car, even⁴¹ if I did tell the customer we hadn't sold one all week.)

At any rate, after adding and re-adding the⁴² columns, the result made a very healthy bank deposit slip. Next step—handing it over to the boss.

"Well, well⁴³ young lady, we've done more business today than I had realized," he said happily and hurried out to reach the⁴⁴ bank by 3 p.m.

I thought briefly of disillusioning him, then abandoned the idea. To take the cheerful,⁴⁵ trusting smile from my employer's face, to inform him that these were the receipts of an entire week . . . No. It would⁴⁶ be too cruel and I am by nature a kindly person.

Friday was payroll day and I had decided to⁴⁷ clear routine matters from my way with brisk efficiency. By Friday, however, Mr. Knapp and all the other⁴⁸ Accounts Payable had somehow blended into the general confusion. I solved this with my usual ease⁴⁹ by taking whatever money they

had to offer, placing it in the cash register, and adding the amount⁵⁰ to my special column no. 4.

When it came to the payroll checks, I did have some slight difficulty with income⁵¹ tax deductions, Social Security, and a few other minor details. As a matter of fact, I neglected⁵² to add them in—but by 4:30 all the checks had been distributed.

The expression on each recipient's⁵³ face was interesting and, yes, heart warming to behold. His eyes would protrude just a little, a puzzled⁵⁴ look would come over his face, and then, away he would go smiling broadly.

Happiest of all was Frank L. Cobb, a⁵⁵ mechanic. Mr. Cobb leaped into the air, clicked both heels together—a feat I admire enormously, never⁵⁶ having managed it myself—and shouted: "Man, Oh, Man! I got a raise—and what a raise!"

It was at that point that I⁵⁷ decided

if I could make all these people so happy, just by working with them, the job wasn't half bad. Besides⁵⁸ I was happy too. I had made out my own check, and the result was unexpectedly encouraging.

By⁵⁹ 5:30 of that same afternoon, my bookkeeping experience had ended. In a way, I was glad. I felt I⁶⁰ deserved a comfortable rest after my unselfish efforts of the week before.

Before leaving, however,⁶¹ I performed one more act of mercy by leaving my predecessor a note. If she wanted to ask any questions,⁶² she had only to call me up and I would be happy to explain my own uncomplicated office⁶³ procedure to her.

This is Thursday and she hasn't called yet. In fact, I went past the place yesterday and this sign was⁶⁴ on the door.

Closed—For Extensive Adjustments
(1288)

OGA MEMBERSHIP TEST

Recognition of the need for recreation has led to the emphasis on hobbies for everyone. A¹ hobby is something outside one's regular employment that one likes to do just for the fun of doing it. The² greatest benefit is obtained from a hobby selected because of a deep interest in it and the joy³ derived from it.

With mechanization playing such an important part in our economy, much time has been⁴ freed for activities outside one's regular employment. Consequently, with so much leisure time on hand, one⁵ needs to consider how it may be used to the best advantage. It should be remembered that how a person spends⁶ his leisure time will have an important bearing on how well he does his daily work. (135)

My Secretary: Tried and Truant

HENRY N. FERGUSON

SECRETARIES ARE HARD TO FIND. After you've found them, that is. I saw more of Mildred while interviewing her for¹ the job than I do now that she's my secretary. You don't believe it? Then take a look at the notations I² made at the office yesterday.

8:30. I arrive at my desk eager to get started on the Andrews account.³ I buzz for Mildred before realizing that she doesn't come in until 9:00. Decide to use the time looking⁴ over the Andrews file. It's locked.

9:15. Mildred dashes in, breathless but radiant. She greets me cheerily⁵ and apologizes for missing her bus. The daily "arrival ritual" then begins. This consists of⁶ taking off hat, gloves, galoshes, and coat, and putting on fresh makeup.

9:30. Ritual completed, we assume⁷ our places. I start to dictate: "Dear Mr. Andrews . . ." The phone rings.

9:30-9:45. Mildred "oh's" and ah's" her way through a vivid account of her girl friend's date the previous evening. Her last "ah" coincides with⁹ the coffee-wagon bell. She's off and running.

10:15. She's back—with a handful of raffle tickets. As the raffle¹⁰ is being run to buy equipment for the company bowling team, I buy a few chances. She's gone—to give¹¹ the money to the treasurer. My menacing look goes for naught as Mildred reminds me that

company policy¹² forbids leaving money in one's desk.

11:00. Guess what? Peggy in Accounts Payable is having a baby.¹³ Mary in Purchasing told Judy in Personnel who told Mildred. That's why she was gone forty-five minutes.¹⁴ Mildred now needs extra time during her lunch hour to buy a shower present. Her tone indicates what kind of a¹⁵ boss I'll be if I refuse. I consider risking my reputation, but before I can decide she's dialing¹⁶ her mother. I no longer complain about this. If Mildred doesn't call her mother at the same time every¹⁷ day, her mother calls her.

11:30. I resume dictating only to find I am competing with¹⁸ Miss Donovan of Billing. She has just come in to discuss the shower details with Mildred. I glare, and Miss¹⁹ Donovan departs—not without a "how can you bear working for him" glance at Mildred.

11:45. Mildred²⁰ goes to lunch. I send out for a sandwich and settle down to study the Andrews file. The boss buzzes to see how²¹ I'm coming along with the Andrews case. I decide to write my own memo in longhand.

1:30. A large package²² enters the office—Mildred is behind it. She sets it down and phones three other girls on the floor to make sure²³ they didn't buy the same thing. They didn't.

1:45. I give Mildred my handwrit-

JUNIOR OGA TEST

Things to Remember

1. The importance of time.
2. The result of perseverance.
3. The pleasure of working.
4. The dignity¹ of simplicity.
5. The worth of reputation.
6. The power of kindness.
7. The influence of² example.
8. The obligation of duty.
9. The wisdom of economy.
10. The virtue of patience.³
11. The improvement of talent.
12. The joy of originating. (73)

ten memo. She complains that²⁴ she cannot read my writing, and I asked her to get Mr. Andrews on the phone. But . . . Janice, the switchboard operator,²⁵ is also going to the shower, and she and Mildred discuss plans before Janice connects my call. I²⁶ outline the entire deal to Mr. Andrews before discovering he's the wrong Mr. Andrews.

3:00. Mildred returns²⁷ from her coffee break and is off to a company course on "How to be the Perfect Secretary."

4:30.²⁸ I'm still struggling over the Andrews file when the "Good Ideas" Committee calls to say Mildred has won²⁹ \$10 for suggesting a continuous roll of carbon paper to help increase secretarial output.³⁰

4:45 Mildred returns "perfected," grabs her hat, and runs for the bus.

4:55. Personnel calls to³¹ remind me that Mildred is now eligible for a raise and that good secretaries are hard to find.

They're³² telling me? (642)

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Man, Like Square

ROBERTA G. PAVLU

THERE ARE LOTS OF PEOPLE wandering around crying that nobody understands them. To show their discontent with¹ this lack of understanding, many of them dress in the latest fashion of their rebel counterparts and read the² books read by their fellow rebels. They often go to extremes to assert their independence because they are³ unable to bear the restrictions of family and public opinion. When their friends raise eyebrows at their modern⁴ views and dress, the rebels either laugh or become very angry, shouting their war cry, "Nobody understands us!"⁵

However, for all their assertions of

freedom and independence, these people do not back their views with actions.⁶ Each member of the group looks almost like the next. If the group's acclaimed leader wears a red sweater with purple stripes,⁷ then the others must do likewise or face a world without friends. No one must look, speak, or dress differently from the⁸ rest of his society. They claim to be free, but if one states a view that clashes with that of the group, he is⁹ automatically an outcast.

The motto of this "modern" society seems to be: whatever the world¹⁰ outside our circle approves, do the opposite. No one dares to disagree or

he runs the risk of being called¹¹ that terrible name that means he is a failure—a square. But it is because no one understands them that they say¹² they must band together.

Could it be, though, that they themselves are the ones who do not understand that they are not the¹³ misunderstood but rather the misunderstanding. It is true that many people have in one way or¹⁴ another rebelled at tradition and convention—the old must make way for the new, they said, and set out to prove their¹⁵ ideas. But what some of the "modern" people do not realize is that the old has survived the test of time¹⁶ for a good reason and that the old must be replaced with something that is better—something that seeks to benefit¹⁷ society, not destroy it. Perhaps that is something certain people might do well to try to understand. Then¹⁸ they may really find the freedom that they say they are seeking. (371)

PROBLEM CLINIC

(Continued from page 4)

room at the same time as the shorthand and transcription classes, but not to the detriment of secretarial practice objectives. Many a secretary must dictate letters. Drilling a backward shorthand student will help increase the secretarial student's knowledge of shorthand.

I obtained additional work to supplement the secretarial practice text from the school office, faculty, and non-profit organizations (Red Cross, Knights of Columbus, Holy Name Society, etc.). It is very necessary that all this work pass through the teacher's hands and meet definite standards, but some student should be made responsible for the correct completion of each job even when it requires several workers to complete it.

Following these suggestions will make your students ready for the school work-experience program.

With your double and triple periods, I envy you, for I am now assigned to a school where students are graded, and the class must be taught as a unit in 45 minutes.

The best of luck. I wish you every success.

SR. MARIE FRANCES, S.S.M.N.
Mount Saint Mary
Kenmore, N.Y.

Dear Anonymous:

Your administrators can hardly be called reasonable, unless circumstances beyond their control have forced them to take such drastic measure. To hope that you could stand up to the strain indefinitely would be wishful thinking and whether your efficiency standard could be maintained is debatable.

My suggestion to your dilemma would

be to acquire a tape recorder and wire it to individual desk units via a control panel. The following equipment would be required to put the scheme into operation:

A stereo tape recorder. The loudspeakers are not required.

Two matching transformers.

A control panel. In its simplest form an encased pheno-fiber or ebonite panel. The panel is market off in sections to correspond with each desk unit. Fitted on each panel section is a change-over switch.

Headphones for each student. The stethoscopic type is most suitable, but any government surplus earphones would do. A desk unit for each desk. A wooden box to which is fitted a telephone jack of the break type.

Eleven-wire telephone cable. This could be 21# and is wired to the desk unit and control panel.

Record your dictation material to both groups, channel A for the advanced and B for beginners.

Start off your class period with recorded practice material for about five minutes. This will allow you to attend to your administrative duties. Assume that you intend previewing the new lesson with the B group. Terminate your recording on channel B by saying "You may stop now." Nothing is said to the advanced group who should keep on practicing until advised to stop.

On completion of the lesson preview to the B group you are ready to preview the A group lesson. Reduce the volume on the A channel and locate the starting position of B group's dictation material.

No problem should be encountered in the transcription class as both groups are doing the same thing. In the event of some of the brighter students completing their transcription work before the end of the period, you may switch their desk

unit to the tape recorder for additional practice, thus avoiding boredom. Here the dictation material could be the same but at different speeds, say 30 wam and 60 wam. The lower speed could be used as shorthand penmanship accuracy practice or direct transcription from tape. The higher speed could serve as speed builder to the beginners or accuracy practice to the advanced.

EDMUND E. PORTSMOUTH
Liverpool, England

MARCH PROBLEM

My problem is a simple one. I have read with considerable interest several proposals for the future concerning business education on the high school level. One of the proposals recommends that we eliminate bookkeeping entirely as a skill subject; that we offer shorthand and typewriting for the future secretaries, and the remainder of the program be a straight liberal-arts one. All other business-education subjects would be eliminated.

I wonder how the teachers in the field would handle this one if it came up in their area.

WILLIAM M. POLISHOOK
Temple University
Philadelphia, Pa.

Suggested Solutions

Dear Dr. Polishook:

I do not feel that we can eliminate all business subjects with the exception of shorthand and typewriting. Our business students certainly would not have the well-rounded background that they need to be able to perform an efficient job in the office. Where would they get their business law background, some

economic information, and their general business knowledge?

Even though bookkeeping machines are widely used today, the small businessman still needs the basic skills learned in the bookkeeping classroom. Personnel people also reiterate that a person who has some basic knowledge of bookkeeping is better on the job than a person who must operate a bookkeeping machine and does not have any background information.

I do not believe that there should be a change in the courses which are offered but there should be a change in the teaching methods and course content. We should teach students how to keep books so that they will be able to do a good job of managing their business. Business wants us to teach the students how to do things rapidly and accurately and not simply according to a schedule. We should be teaching the functional aspects of bookkeeping.

Rather than a change in the curriculum as is suggested in the problem, I feel that the following items should be considered:

1. Track system. The higher I.Q. students would take only one year of shorthand and one year of typewriting but would maintain the standards set down for second-year work. (The average student would still take two years of typing and shorthand.) The rest of the time would be spent in preparation for the job, allowing the student to choose subjects which he feels will benefit him the most.

2. Include information about automation in the bookkeeping course.

3. Encourage persons in other departments to take business courses.

JEANNE M. McDERMOTT
William Tennent Sr. H.S.
Johnsville, Pa.

Dear Dr. Polishook:

If your problem existed in my area, I would present the following information to my administration.

Our tremendous population increase will provide more students for our schools; therefore, a more heterogeneous group will enter our schools. Due to inadequate facilities, our colleges cannot accept all students who would like to enter. Perhaps inadequate financial background will be a factor in determining an individual's education.

Consequently, there is a definite need for business education on the high school level.

I do not believe bookkeeping should be eliminated, but there should be some revisions in what we teach. A survey of the surrounding area should be conducted to determine what office managers expect of a beginning bookkeeper. The double entry system should be thoroughly understood. Income taxes, social security, and payroll work should become a part of the bookkeeping course in our high schools because every citizen, sooner or later, will become a part of these systems.

In our particular school organization we require a year of typewriting for all sophomores. Over the years, a number of

students have commented that they were very lucky to have had the advantage of that course. Typewriting should not only be taught to future clerical workers and secretaries: typewriting is a tool of communication for everyone. A second year of typewriting should be on an elective basis in conjunction with secretarial or clerical office practice.

If a student is majoring in business education, a course in shorthand is necessary to provide him with a well-rounded knowledge of the skills. In many instances we find that a job applicant with shorthand skill has an easier time finding a position.

General business should be a required course in high school. Students should become familiar with the effect business has on their lives. Particularly important are money and its management, investments, banking, insurance, credit, communications, travel and transportation, government and business. Each day people are confronted with the problems that are studied in a general business course. Curriculum planners should realize the importance of general business.

In summary: We, as business educators, should convince our administrators that bookkeeping is important not only vocationally, but for everyday living. Typewriting is important as a tool of communication. Shorthand is necessary to complete the business education skills. And general business knowledge is necessary to every man and woman living in our complicated and challenging business world.

DONALD F. ZANDI
Integrated School District
Drummond, Wis.

Dear Dr. Polishook:

I think that every business student should take bookkeeping in his senior year of high school. I would also recommend it to the liberal arts students in their senior year as a preparation for future financial life. In addition to bookkeeping, two years of shorthand, transcription, secretarial practice or office practice, business law, and commercial arithmetic should be taught.

Of course, business training must be the introductory subject to all of these. I think every business student should have algebra in his first year, and a choice of Spanish, French, or Latin in his second and third year. I would also like to see business English taught in the fourth year to all business students. My experience has been that the subjects taught in the business field enable more students to earn their living than do other subjects.

SR. MARY CLAUDIA
Immaculate Heart Academy
Watertown, N.Y.

Dear Dr. Polishook:

Your problem seems to call not for a solution, but for an opinion.

Personally, I do not believe there is any solution; too many factors are involved. But, like every other business teacher, I do have an opinion, and it is based on actual experience.

For many years, I taught in a private business school. All students were high school graduates. Some had four years of business training; some none, except typewriting. We tried to pick up each subject where previous training had left off, and almost without exception by the end of five or six months, academic students had caught up to those previously trained in business, and in many cases were earning better grades. It is worth noting that students who had studied Latin or a foreign language always did exceptionally well in shorthand; mathematics majors excelled in accounting and calculating machine operation.

At present, I am teaching in a private high school. In two shorthand classes composed of business majors and academic students, the latter do by far the better work.

It seems that one logical conclusion would be to have all students take a broad academic training before specializing. I believe that a clear understanding of business requires a maturity not possessed by the majority of high school students. Therefore, I would like to see a six-year high school with business training confined to the last two years. Better still, I would like to see every student go to college. But this is wishful, idealistic—many have neither the financial means nor the native intellectual ability.

In deciding what business subjects should be taught or dropped in high school, the administration should consider the employability of each high school graduate. All the training in the world will not make some of them fit into the business picture. Therefore instead of intensive business training, would it not be better to teach more history, English, a love of music and drama—things one can enjoy in any walk of life? Again, in the majority of cases, because of immaturity, only positions requiring routine work can be obtained. It is the business school or college graduate who is hired for the job leading to executive or administrative status. Of course, there are exceptions. We have them; so does every other high school.

This does not mean that I would drop all business subjects. I simply would be more selective—routine skills if the student has other qualifications for employment and is positively not going to college; shorthand and related subjects to seniors and juniors who excel in English. Typewriting should be a must for all graduates. Whether a student secures employment, goes to college, or simply uses shorthand and typewriting for personal notes, these subjects should be universally taught.

Being realistic, I believe we will continue to have students in business who are not suited for the course, students preparing for college when they haven't the financial means necessary, and in some instances, students taking the course because parents wish it, or a chum signed up for it. And so we do the best we can to prepare them to live a life that will be happy here and hereafter, always asking God to help us and them.

SR. MARIE FRANCES, S.S.M.N.
Mount Saint Mary
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NEWS SPOTLIGHT

Economic knowledge

... of most workers is very poor according to a recent study by Opinion Research Corporation, Princeton, N. J. Only one out of four workers recently interviewed could explain the meaning of capitalism as an economic system based on private ownership of business. Most employees also did not understand the meaning of words such as dividends, depletion, productivity, socialism, and technology. A surprising result: there was little difference in response between workers who had not gone to high school and those who had.

Harvey A. Andruss

... president of Bloomsburg (Pa.) State College and founder of his school's business education department, warned recently that "unless we have more supervision and more leadership, business education will become a less and less important segment of secondary education." He noted that most of the current enrollments in business education courses are in typewriting and shorthand and that there has been a relative decrease in enrollments in bookkeeping, law, and related subjects. He questioned whether a "skeleton of skilled subjects will support a (business education) curriculum in the secondary school."

Educational TV

... will drastically change school construction the Education Facilities Laboratories, Inc., predicts. In a report, "Design for Educational TV," the organization, sponsored by the Ford Foundation, foresaw schools with classrooms clustered around a central electronic core and lecture rooms for 200 students that could be converted into rooms for 25, 50, or 75 students. Flexible schools will be a direct consequence of the growth of educational television, the report says.

Currently, the report notes, there are 569 school districts that are making regular use of television instruction, and that 144 closed-circuit systems in educational institutions and 45 educational, noncommercial stations are in operation.

The group forecast that TV tape recording equipment would be available to schools at a manageable price "within two or three years." (One manufacturer recently announced a big step in this direction.)

The report also stressed that television teaching could not and is not expected to supplant the live teacher.

PEOPLE

• Mary S. Smith, Cody High School, Detroit, Mich., has been named head of the business education department at that school. She has the distinction of being one of the youngest business education department heads in the Detroit school system. She received her B. S. from Wayne



MARY S. SMITH

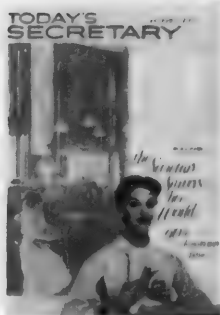
State University, Detroit, in 1952 and her masters degree from the same school in 1955.

She is a member of the Michigan Business Education Association and president of the Detroit Business Teachers Club.

GROUPS

• The Upper Peninsula Michigan Business Education Association has elected Charles Anderson, Ironwood High School, president, and Evelyn Johnson, Negaunee High School, vice-president. Rose Myllyla was re-elected secretary-treasurer. The past president, Willis Olsen, L'Anse High School, is a member of the executive board.

• Newly elected officers of the Kentucky Business Education Association are: Thomas Hogancamp, Murray State College, president; Ethel Plock, Aherns Trade School, Loui-



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ville, vice-president; Mary Moore, Franklin County High School, Frankfort, secretary; Virgil Young, Fugazzi Business School, Lexington, treasurer.

- The new officers of the Eastern Business Teachers Association, elected at the recent meeting, are: Helen Keily, Salem (Mass.) Teachers College, president and Harold Baron, Lafayette High School, Brooklyn, N.Y., vice-president. Mary E. Connelly, Boston University, secretary, and Earl F. Rock, Co-ordinator of Business Education, Newark, N.J., treasurer, were re-elected to the posts they held last year.

- The Mountain-Plains Business Education Association will hold its annual convention June 16-18 at the Shirley-Savoy Hotel in Denver. The theme of the convention is "Business Education Utilizes Recent Developments." Highlights of the program are as follows:

Thursday, June 16

1:00-5:30 p.m.—UBEA REPRESENTATIVE ASSEMBLY.

7:00 p.m.—BANQUET.

Friday, June 17

7:15 a.m. — UBEA 10,000 CLUB BREAKFAST.

9:00-10:15 a.m.—OPENING GENERAL SESSION. *Speaker:* Robert E. Slaughter. *Topic:* "Statesmanship in Business Education."

10:30-11:00 a.m. — DEMONSTRATION OF TEACHING AIDS. Controlled reader: Robert Ruegg. Overhead projector: William Kerr.

11:00-11:30 a.m.—PANEL DISCUSSION. *Topic:* Teaching Aids in the Classroom. *Panel members:* Faborn Etier, Ruth Anderson, John Giliam.

12:00-1:30 p.m.—DELTA PI EPSILON LUNCHEON. *Speaker:* D.D. Lessenberry. *Topic:* "Scholarship, leadership, and Service in Business Education."

1:55-4:30 p.m. — SECOND GENERAL SESSION. *Topic:* Television in the Business Classroom. Demonstrations from KRMA-TV, Denver. TV Shorthand Demonstration: Carol Price; discussion of demonstration:

Marion Wood. TV Basic Business Demonstration: Bernard Rosen; discussion of demonstration: Harmon Wilson. TV Typewriting Demonstration: Yvonne Budig; discussion of demonstration: William Pasewark. Followed by group discussions of the demonstrations.

7:30 p.m.—BUFFET DINNER. Entertainment.

Saturday, June 18

9:00-11:00—THIRD GENERAL SESSION.

Demonstration of teaching aids: Roman Warmke, William Pasewark. Panel discussion of classroom uses of teaching aids: F. Wayne House, chairman; Madeline Strony; Gladys Bahr; Theodore Woodward; Milton Olson; Hulda Erath.

12:30-2:00 p.m.—CLOSING LUNCHEON.

- Chicago Area Business Educators Association officers for the coming year are: Stanley Rhodes, Highland Park High School, president; Arlene Rittenhouse, Morton West High School, Berwyn, vice-president; William Mitchell, Prospect High School, secretary; and Marietta Parr, Oak Park-River Forest High School, treasurer.

- New officers of the Ohio Business Teachers Association are: Mildred C. Siefert, Cuyahoga Heights High School, Cleveland, president; Dorothy M. Miller, Zanesville High School, vice-president; and Herman Sparks, Belmont High School, Dayton, secretary-treasurer.

- The Business Teachers Association of New York State has elected Ray L. Clippinger, co-ordinator of business education, Rochester, president; Hannah Joseph, Central High School, Syracuse, first vice-president; Royann Salm, Milne School, Albany, second vice-president; Alice Bamford, Ilion High School, recording secretary; and Daniel Brown, Powelson Business Institute, Syracuse, treasurer.

- The Wisconsin Association for Vocational and Adult Education has elected Jack Banerdt, Kenosha, as its chairman and Harry Olsen, Beloit, as vice-chairman.

**SUMMER SCHOOL DIRECTORY
(Supplement)**

ALL COURSES listed on these pages carry graduate credit. Summaries give: (1) the name and address of each school; (2) inclusive dates of the terms (short sessions generally mean special workshops or clinics rather than complete courses); (3) the names of the persons in charge of matriculation and of the business education program; (4) letters and numbers referring to the "Key to

Course Offerings" below. (Courses not specifically listed in the Key are indicated in the listings simply by a "+.") Conferences and workshops listed under Course Offerings as "C" and "W," are explained more fully in the next section.

This information is presented only as a general guide. If a particular listing interests you, please write to the school for further information.

COURSE OFFERINGS

ARKANSAS

ARKANSAS STATE TEACHERS COLLEGE, Conway. Two terms: May 30-July 1; July 5-August 5. Dean A. E. Burdick; D. W. Blackburn. M, 2, 3, 5, 16, 18

IDAHO

UNIVERSITY OF IDAHO, Moscow. June 13-August 5. Thomas L. Dahle; Dr. Ruth Anderson. M, 2, 3, 5, 16

ILLINOIS

NORTHERN ILLINOIS UNIVERSITY, DeKalb. June 21-August 12. Dr. Damon Reach; Dr. Lyle Maxwell. M, C, W, 1, 2, 5, 13, 16, 18, +

KANSAS

KANSAS STATE TEACHERS COLLEGE, Emporia. Two terms: June 6-July 16; July 18-August 27. Dixon Smith; Dr. R. B. Russell. M, W, 4, 5, 6, 9, 12, 13, 16, 18, +

KENTUCKY

MOREHEAD STATE COLLEGE, Morehead. June 13-August 5. Dr. Warren J. Lappin; Ross C. Anderson. 2, 6, 11

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. Two terms: May 31-July 9; July 11-August 20. Lester I. Sluder. M, D, C, 1, 2, 4, 8, 10, 11, 12, 17, 18, +

KEY TO COURSE OFFERINGS

M	Master's degree program
D	Doctor's degree program
C	Conference to be held
W	Workshop in Business Education
1	Typewriting, Methods in
2	Bookkeeping, Methods in
3	Skill Subjects, Methods in
4	Shorthand, Methods in
5	Basic (General) Business, Methods in
6	Office (Secretarial) Practice, Methods in
7	All Subjects, Methods in
8	Office Machines, Methods in
9	Distributive Education Methods in
10	Consumer Education Methods in
11	General Business Subjects, Methods in
12	Curriculum in Business Education
13	Administration and/or Supervision
14	Guidance in Business Education
15	Co-operative Work-Experience Course
16	Principles and/or Problems of Bus. Ed.
17	Tests and Measurements
18	Thesis, Research, Seminar, etc.
+	And other graduate courses

MICHIGAN

EASTERN MICHIGAN UNIVERSITY, Ypsilanti. June 20-July 29. Dr. Fred McDaniels; Dr. J. M. Robinson. M, 11, 16, +

OHIO

KENT STATE UNIVERSITY, Kent. Two terms: June 20-July 23; July 25-August 27. Dr. Charles Atkinson; Dr. Elizabeth M. Lewis. M, W, 4, 11, 13, 18, +

PENNSYLVANIA

TEMPLE UNIVERSITY, Philadelphia. Three terms: June 6-24; June 27-August 5; August 8-September 13. Dr. William M. Polishook. M, D, 16, 18

TEXAS

TEXAS SOUTHERN UNIVERSITY, Houston. June 6-July 15. Dr. Milton Wilson; Geraldine S. Cain. M, W, 6, 16

CONFERENCES AND WORKSHOPS

ILLINOIS

NORTHERN ILLINOIS UNIVERSITY, DeKalb. Business Education Conference, June 29; Workshop in Business Education Principles and Problems, June 27-July 15.

KANSAS

KANSAS STATE TEACHERS COLLEGE, Emporia. Briefhand Workshop, June 6-17.

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. Annual Summer Conference in Business Education, August 3.

OHIO

KENT STATE UNIVERSITY, Kent. Business Education Workshop, June 28-30.

TEXAS

TEXAS SOUTHERN UNIVERSITY, Houston. Secretarial Studies Workshop, June 6-30.

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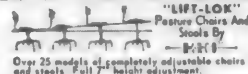


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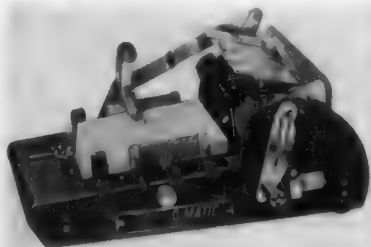
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New Business Equipment

Post Card Duplicator

Print-O-Matic model A-2C card-sized duplicator has a new feeding arm that prevents lint formation according to the manufacturer. It can

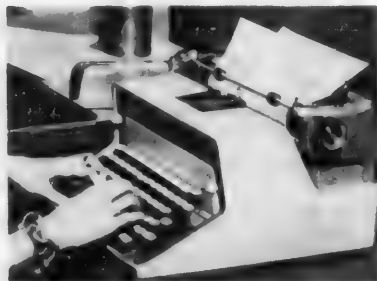


handle cards up to 4 by 6 inches and will feed tissue, paper, or cardboard stock. The stencil duplicator is 6 inches high and 13 inches long; it weighs 5 pounds.

Unit, complete with stencils, ink, etc., retails for \$19.95. For further information, write to Print-O-Matic Co., Inc., 724 West Washington Boulevard, Chicago 6, Ill.

Remington Typewriter

The new Remington Standard typewriter, besides a more modern exterior design, features Fold-A-Matic construction; a large, even erasing table behind the platen; down-swept car-

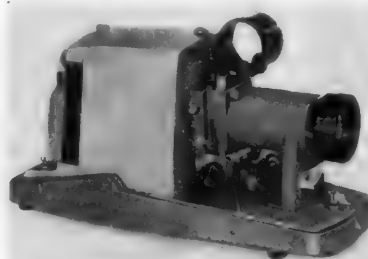


riage return bar; large platen knobs; jammed key release; transparent card holders with adjustment for thickness of manifold packs; a removable top plate; and an interchangeable type bar for special characters (additional interchangeable type bars are optional). For complete information, write to Remington Rand Division of Sperry Rand Corp., 315 Park Avenue South, New York 10, N.Y.

Combination Projector

Viewlex, Inc., 35-01 Queens Boulevard, Long Island City, N.Y., has announced a new combination 35mm filmstrip and 2 by 2 inch slide pro-

jector. The model V-500-P features a pop-up lamp ejector so that a burned-out lamp can be easily changed, automatic film threading, a built-in magnifier pointer that allows any portion of a picture to be enlarged. The



projector has a pressurized cooling system in a sealed lamp housing.

The V-500-P with motor-driven cooling fan and f3.5 lens has a list price of \$114.50. Other lenses and accessories are also available.

Adding Machines

Victor Adding Machine Co. has introduced its new Premier ten-key and full keyboard adding machines. All models feature three separate motor bars in a vertical row for adding and totaling, subtracting, and sub-totaling and adding. The ten-key model has an L-shaped zero bar and a live correction key.

The Premier is available in both manual and electric with 8, 9, 10, or 11 column listing capacity. List prices



range from \$215 to \$335. For further details write to the company at 3900 North Rockwell Street, Chicago 18, Ill.

ADVERTISERS

Bankers Box Company	47
Charles Beseler Company	3, 4
Burroughs Corp.	Cover 2
Clear-View Company	8
Clevenger Corp.	8
Esterbrook Pen Company	10
A. W. Faber-Castell Pencil Co.	7
Garrett Tubular Products, Inc.	47
Gregg Publishing Division, McGraw-Hill	5, 26, 27
Jasper Table Company	8
McGraw-Edison Company	9
Monroe Calculating Machine Co.	6
Olympia Div., Inter-Continental Trading Corp.	1
Remington Rand	49
Royal McBee Corp.	Cover 4
Smith-Corona Marchant Inc.	44
Webcor Inc.	Cover 3

New Products at a Glance

- Burroughs Corp., Detroit 32, Mich., has developed a typewriter ribbon that it says outlasts three ordinary ribbons and will fit nearly every make of typewriter without a special spool. It is being sold under the names Nu-Kote (with a universal spool) and Encore (on standard spools for different machines).

- MiraCote is a liquid plastic used to protect slides and film. The maker says it does away with the need for glass mounting of slides. For information, write to Foralco Enterprises, 307 West 38 Street, New York 18, N.Y.

- National Cash Register Company's new Class 42 window posting machine features 20 separate transaction and cashier totals. For further information write to the company's Product Information Section, Dayton 9, Ohio.

- Tri-Tix, Inc., Port Washington, Wis., has introduced a new adhesive called 99 Cement. It can be used for gluing paper, cloth, leather, felt, and other fabrics according to the manufacturer.

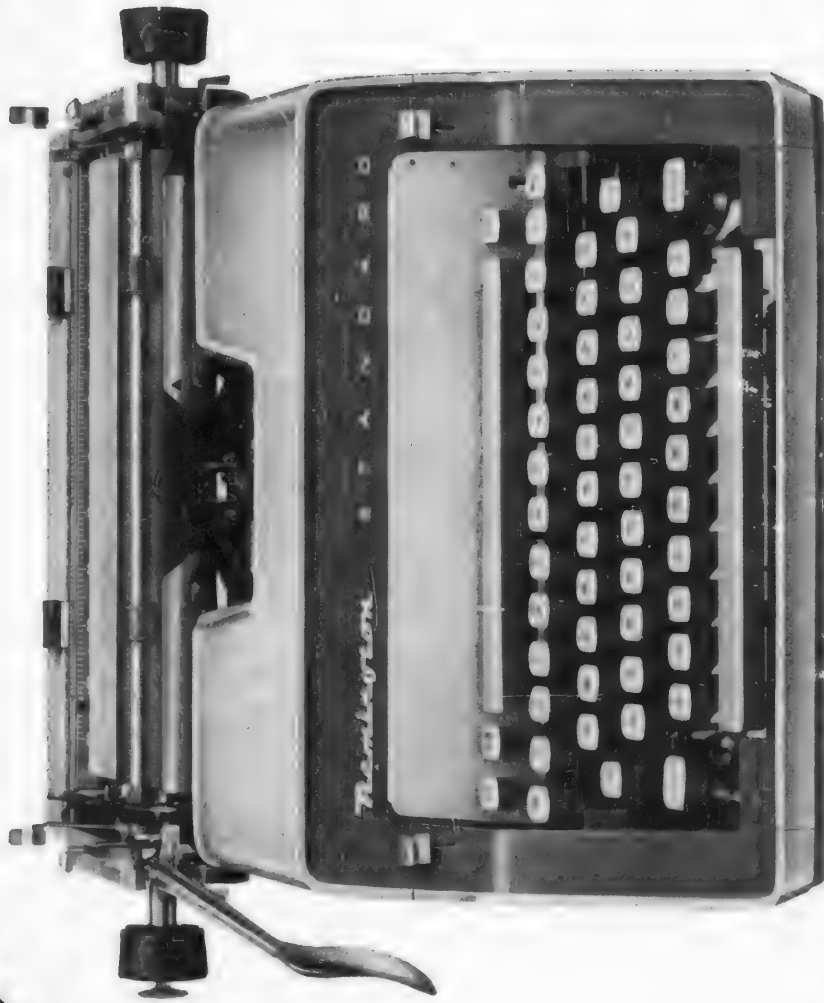
- The H. Wilson Company, 106 Wilson Street, Park Forest, Ill., has developed a classroom rear projection unit with a screen size of 18 by 24 inches. It is made to be used with any movie projector with a 5/8-inch lens.

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INDEX TO VOLUME 40, BUSINESS EDUCATION WORLD

- Accounting, S 21, 50; O 30, 31; N 39
- ACTIVITIES TO ADD INTEREST:**
- Bulletin-board project, Ja 14; Checking class work, O 23; Clubs, Mr 36; Collecting news items, O 5; Committee activities, O 23, N 34; Composing at the typewriter, Ja 28; Contests, N 33; Demonstrations, S 36; Field trips, D 12, Ja 18, Ap 13, My 43; Fill-in-blanks, N 33; General information quizzes, Ja 23; Group activities, O 33; Interviews, Ja 33; Letter writing, S 22; Oral reports, S 19; Outside work, S 25, O, D 32; Panel discussions, O 37; Part-time jobs, D 17; School jobs, O, D 32; Secretarial assignments, O 32, D 4, F 28; Skits, O 24, 33, Ja 24; Stock purchase, O 21; Trading company, N 19; TV class activities, N 30; Variety show, Mr 36
- Agan, R. J., Kansas Administrators Evaluate Vocational Business Programs, Mr 40
- Allen, Frances Fowler, An Earwitness Account, O 44
- Amreich, Sarah S., Display Attracts Boys to Business Education, Ja 14
- Arithmetic, see Business Arithmetic
- At the Sound of the Bell, Ap 57
- Atallah, Jean, Go East, Young Woman, D 34
- Attracting boys to business classes, S 19, Ja 14
- Audio-visual aids, Ja 7; see also Teaching Aids, page 52
- Automation, S 50; N 31, 47; Ja 19; F 11, Ja 7
- Automation on the Screen, Ja 7
- Awards for business educators, O 35; Ja 38; F 43; Mr 53; Ap 59; My 43, 45, 46
- Awards for students, Ja 9, 10, 38; Mr 17, 18
- Barber, Shirley, An Effective Shorthand Methods Course, Ja 16
- Barclay, Kim, The Way the Ball Bounces, Ja 35
- Barnett, Jack W., Let's Make the Figuring-Machines Course Comprehensive, Mr 26
- Bartholomew, Paul, "Hooz-Hoo" in General Business, Ja 24
- Beckner, Caroline, Don't Take "Yes" as an Answer, Ja 23
- Behrendt, George, Brochure Shows Business Courses, Careers, F 14
- "Below 95 I.Q." Students Need Special Business Education, N 15, Ja 7
- Bibliography of films and filmstrips on Automation, Ja 7
- Blackledge, Walter L., How to Move from High School Teaching to College Teaching, Mr 21
- Bogges, Louise, There Auto Be a Law, F 40
- Bookkeeping, see page 51
- Boss-Watching for Beginners, D 35; Intermediate, Mr 49; Advanced, My 42
- Brochure Shows Business Courses, Careers, F 14
- Brophy, John, Use Business Law to Improve Students' Vocabulary, Mr 13
- Brown, Eleanor B., "Below 95 I.Q." Students Need Special Courses in Business Education, N 15, Ja 7
- Bulletin Boards, O 20; Ja 14, 15; Mr 19; My 13
- Bulletin boards highlight career opportunities, Ja 14
- Burris, Darrell V., Try Teaching Income and Expense Accounts by This Method, N 39
- Business arithmetic, S 21, D 17
- Business Education in the U.S.S.R., Ja 15
- Business English, S 21; see also Teaching Aids, page 52, English
- Business Law, S 32, O 5, D 12, Mr 13, My 18
- Business Teacher's Problem Clinic, S 15, O 11, N 9, D 3, Ja 3, F 4, Mr 5, Ap 3, My 5, Ja 3
- Cameron, Robert M., Department Store Executives Come from High Schools, N 38
- Career Information, N 24, Ja 16; Mr 21, see also Teaching Aids, page 52
- Catalog of Business Classroom Equipment—Accounting Machines, Ap 50; Adding Machines, (full keyboard) Ap 16, 50, (ten-key) Ap 18; Bookkeeping Machines, Ap 20; Calculators, (key-driven) Ap 21, (printing) Ap 21, (rotary) Ap 22; Chairs, (posture) Ap 23, 49; Copyholders, Ap 27; Desks and Tables, (bookkeeping) Ap 28, (machines) Ap 29, (typewriter) Ap 30; Dictating Machines, Ap 36; Duplicators, (fluid) Ap 38, (stencil) Ap 40; Tape Recorders, Ap 43; Typewriters, (electric) Ap 44, (manual) Ap 46
- Caveat Emptor, S 29
- Clark, L. F., General Montgomery as I Knew Him, N 45
- Classroom facilities, O 30
- College teaching as a career, N 24, Mr 21
- Conferences and Workshops, My 32, Ja 47
- Consumer economics, S 28, 29
- Contests, S 50, Ja 39, Mr 54, My 47
- Convention Calendar, O 54, F 9
- Conventions, see Professional Report, Groups
- Correspondence, S 22
- Criteria (revised) for Evaluating a Business Program: Bookkeeping, Ja 20; Community and School Relations, Ja 22, 32; Counseling Service, Ja 22; General Business, 20, 21; Office Practice, Ja 21; Organization and Staff, Ja 19, 20; Plant and Equipment, Ja 19; Shorthand, Ja 21, Typewriting, Ja 21, 22
- Curry, Mavis A., Interviewing Secretaries on the Job, Ja 33
- Danneman, Jean, Reading—the Road to Shorthand Skill, Ja 26
- Data-processing developments, N 31
- Display Attracts Boys to Business Education, Ja 14
- Displays, O 20; Ja 14, 15; Mr 19; My 13
- Distributive Education, see page 51
- Don't Take "Yes" as an Answer, Ja 23
- Earwitness Account, An, O 44
- EBTA Resolution on Unification Proposal, S 10
- Economics, S 28, 29; N 4; F 22; Mr 34, 51; see also Teaching Aids, page 52
- ELECTRIC TYPING:** Cause of errors, Mr 46; Class schedules, My 39; Comparative results, My 39; Correcting copy, N 43; Duplicating masters, S 42; Electrics improve skill, Mr 46; Fingering, Mr 46, My 39; Improvement in English and spelling, My 39; Number typing, Ja 32; Skill development, Mr 46; Speed, My 39; Teaching techniques, My 39
- Employers Comment on Career Opportunities for Boys, Ja 16
- Enlish, D 36, Mr 13; see also Business English
- Equipment and supplies, Ap 8, 12, Ja 19; see also Equipment, page 52, and Teaching Aids, page 52
- Equipment Planning and Budgeting in a Large City System, Ap 12; in the Smaller School, Ap 8
- Facilitating Instruction, Ja 23
- Farley, Jennie, Punctuate the Positive, My 40
- Truant, Ja 40
- Ferguson, Henry M., Tried and Filing, (critical role in business) My 14, (equipment manufacturers) My 16; see also Teaching Aids, page 52
- Films, F 22, Ja 7; see also Teaching Aids, page 52
- Flash Readings, S, O, 44; N 46; D 35; Ja 36; F 41; Mr 49; Ap 57; My 41; Ja 42
- Flaming, Vera, Bulletin Boards Highlight Typing Techniques, My 13
- Freeman, M. Herbert, How to Teach Interest and Bank Discount, My 26; Special Journals, Ja 12
- Future Business Leaders of America (FBLA), D 31, Mr 36
- General Business, S 17; O 20, 33; N 33; F 22; Mr 34; Ja 23, 24; see also Teaching Aids, page 52
- General Information; helping your students acquire it, Ja 23
- General Montgomery as I Knew Him, N 45
- Gibson, E. Dana, Try Sponsoring a Business Education-Automation Day, N 31
- Giffin, James F., To Teach Economic Literacy—Show Them! F 22
- Give and Take, D 35
- Go East, Young Woman, D 34
- Goodman, David G., We Stopped Teaching Machines by the Rejection Plan, S 31
- Grafted readings, S, O, 44; N 46; D 35; Ja 36; F 41; Mr 49; Ap 57; My 41; Ja 42
- Grafting, F 31
- Grain, Henry H., Use Equipment to Give D. E. Students a Broad Background, My 17
- Grants to schools, O 47, F 43
- Green, Helen M., Just Between Us, S, O, 39; N 41; D 32; Ja 31; F 36; Mr 45; Ap 52; My 36; Ja 38
- Greenbaum, Ann F., Memory Muddle, N 44
- Gregg, John Robert, Award, F 43, Mr 54
- Gregg, H. H., How High the Standard? S 20
- Grooming, see Teaching Aids, page 52
- Guidance, Ja 22; see also Teaching Aids, page 52
- Haga, Enoch J., A - L = P, N 11; Automation on the Screen, Ja 7; Business Education in the U. S. S. R., Ja 15; Put the Consumer in Consumer Economics, S 29; What's Wrong with Budgeting? Mr 34
- Hale, Ethel, How to Move from High School Teaching to College Teaching, Mr 21; Is College Teaching the Career for You? N 24; What Motivates College Students; Ja 22
- Hamilton, Raymond, Catalog of Business Classroom Equipment, Ap 16
- Hanna, J. Marshall, How to Teach Merchandise Inventory Adjustment, Mr 31
- Hart, Ethel, Let Them Check You, O 52
- Hart, Leo B., Typing Belongs in the Elementary Curriculum, Ja 9
- Hart, W. Kimball, Jr., Take Business Law Students to the County Clerk's Office, D 12
- Heatherly, Opal, We Made a Profit on Our FBLA Chapter Initiation, Mr 36
- Hermanson, Reuline N., Boss-Watching for Beginners, D 35; Intermediate, Mr 49; Advanced, My 42
- Hold That Temper, My 41
- Holdridge, Thelma E., We Evaluated Our Medical Secretarial Course, N 22
- Home at the Range, N 46
- "Hooz-Hoo" in General Business (skit), Ja 24
- How Does Business Plan and Budget for Equipment Purchases? Ap 15
- How High the Standard? S 20
- How to Move from High School Teaching to College Teaching, Mr 21
- Huffman, Harry, Will Teaching Machines Make You Obsolete? F 11
- "I Can't Send This Out!" S 25
- I Learned a Lot by "Office Hopping," N 23
- Impulsion, Ja 36
- Incentives for student work, Ja 22
- Indispensable Abernathy, S 43
- International Boss of the Year, My 47
- Introduction to business, O 26
- Is College Teaching the Career for You? N 24
- It All Adds Up, Ja 39
- Johnston, Chester E., What the TV Typing Teacher Should Know, N 26
- JUST BETWEEN US:** A complicated business, D 32; "Meade-Tails," S 39; Human engineering, F 36; Interruptions or ends? My 36; Public relations ideas to be used with individual employers, to be used with the general public, Mr 45; Q-space, O 39; Toby, N 41; Upgrading education, Ja 31; What do you see when you look at a student? Ja 38; Why is education obsolete? Ap 52
- Kahn, Gilbert, How to Teach the Handling of Cash, F 16; What Inventories Mean, Ja 30
- Kalbaugh, A. J., Let Slides Tell Your Story, S 26
- Kansas Administrators Evaluate Vocational Business Programs, Mr 40
- Karaim, William J., A Mock Trial Promotes Research and Realism, My 18
- Keeping Up With Paperwork, F 27
- Kiley, M. A., What You Need is a Secretary, D 4
- Know your subject matter, O 9
- Krause, Ruthetta, Applied Typing Need Not Be "Busy Work," My 11
- Krawitz, Myron J., The Case of the Reluctant Learners, N 19
- Lahey, Jane, "Tomorrow I Have to Teach..." D 14
- Law, see Business Law
- Lawrence, Louise, Right and Wrong in Retail Selling: Two Skits, O 24
- Let Slides Tell Your Story, S 26
- Let Them Check You, O 52
- Let's De-emphasize Individual Achievement, N 3
- Let's Teach Savings and Investments as a Separate Course, O 20
- Letter writing, S 21, 22
- Letters to the Editor, (Kahn) N 4; (Brown, Ely, Milham) Ja 7
- Maintaining Public Relations, Mr 37
- Martin, J. A., Bring Business Letter Writing to Life, S 22
- Mathematics, see Business Arithmetic
- Maxwell, Gerald W., Student-Centered Activities in General Business, S 17; O, N 33
- Medical Secretarial Course, N 22
- Mellinger, Morris, Streamline the Checking of Written Work, O 23
- Memory Muddle, N 44
- Memos from a Secretary, F 39
- Merchandising, O 24, Mr 31; see also Teaching Aids, page 52
- Milham, George E., Students Need Our Personal Interest, D 18
- Military Secrets, Ja 34

- "Miss Secretary of 1960," My 47
Mock Trial, A., Promotes Research and Realism, My 18
Modern Planning, O 30, 51; N 19; Ja 38; F 43; Mr 17, Jn 19
Motivation, Ja 22
Morrison, Phyllis, What to Expect When Your Students Compose at the Typewriter, Jn 28
My Secretary: Tried and True, Jn 40
- New Business Equipment, S 52; O 56; N 52; D, Ja 40; F 48; Mr 56; Ap 16-50; My 48; Jn 48
No Excuses, F 41
- Obituaries, S 48, O 48, N 48, Ja 37, Mr 51, My 43
Objectives of Introduction-to-Business Textbooks, O 26
Office Practice, see page 52
OGA Test Keys (Junior and Membership), S 44; O 45; N 46; D 35; Ja 36; F 41; Mr 48; Ap 56, 57; My 41; Jn 40
100 Per Cent Participation, F 26
Orienting the Beginning Teacher, D 7
- Paperwork, O 23, D 4, F 27
Parks, James R., What are the Objectives of Introduction-to-Business Textbooks? O 26
Part-time work, Mr 23
Pasquallini, Francois, Shorthand is Not for "Sissies"! S 19; The Small-Outline Myth, D 33
Pavlu, Roberta G., At the Sound of the Bell, Ap 57; Give and Take, D 35; Hold That Temper, My 41; Home at the Range, N 46; Impulsion, Ja 36; Man, Like Square, Jn 40; No Excuses, F 41; The Race to Leisure, Mr 49; To Contend or Convince, O 44; Work, S 44
Pennsylvania Department of Public Instruction, Revised Criteria for Evaluating a Business Program, Jn 19
Planning and Budgeting for the Equipment You Need: In a Large City System, Ap 12; In the Smaller School, Ap 8
Please Remit, S 43
Powell, Kathleen V., Military Secrets, Ja 34
- PROBLEM CLINIC:** Bookkeeping-class problems, F 4, Ap 5, 52, 53, My 6, 8; Business education curriculum, Mr 5, My 9, Jn 3, 42, 43; Demonstrating typing technique without a machine, Ja 3, Mr 5, 6, 7, Ap 4; Future of business education subjects in high school, Mr 5, My 9, Jn 42, 43; Hook vowels, Jn 3; Human relations, My 5; Installment buying problems, D 3; Letter styles and spacing, Jn 3; Machine scheduling, S 15, Ja 3; Minority-group problem students, My 5; Rotation plan for typing class, S 15, Ja 3; Slow learners, F 4, Ap 5, 52, 53, My 6, 8; "Spelling" words in shorthand, Ja 3, Mr 5, 6, 7, 8, 9, 49, Ap 4, Jn 3; Teaching different levels at the same time, N 9, Ja 4, 5, 6, 36, F 4, 5, 6, Ap 3, Jn 3, 4, 42
- PROFESSIONAL REPORT:**
General, S 50, N 51, Ja 38, Mr 54, My 43
Groups, S 49, O 50, N 48, D 37, Ja 38, F 46, Mr 53, Ap 59, My 46, Jn 45
News Spotlight, S, O, N 47; D 36; Ja 37; F 43; Mr 51; Ap 59; My 45; Jn 45
People, S, O, N 47, D 36; Ja 37; F 43; Mr 51; Ap 59; My 45; Jn 45
Schools, S, O 50; Ja 36; Mr 53; Ap 63; My 47
Projects, S 17; O 32, 33; N 19, 33; D 11; Ja 14; F 14; Mr 19, 36; Ap 55; My 35, 38, Jn 23
Public Relations, S 26, F 14, Mr 37, Jn 22
Publicizing your courses, F 14
Punctuate the Positive, My 40
- Questions that Face the Business Law Teacher, S 32
Quiz your students on general information, Jn 23
- Race to Leisure, The, Mr 49
Rains, Clellan C., How We Tested TV Shorthand Students, S 30
Rating the teacher, O 52, D 18
Recordkeeping, D 17
Reluctant learners, N 19
Research, Mr 33; My 18, 23
Retailing, see Distributive Education, column 4, and Teaching Aids, page 52
Richard, G. Henry, Distributive Education in Western Europe, D 22; How Sweden Handles Distributive Education, S 34
Richmond Professional Institute Shows Its New Face, O 30
Ristau, Robert A., Use Current Source Materials in Business Law, O 5
Roman, John C., Planning and Budgeting for Equipment in a Large City System, Ap 12
Rowe, John L., The Art of Dictating, O 15; Grading, F 31; Previewing, D 23; Testing, Ja 27
Rutherford, Mabel, Bulletin Boards Highlight Typing Techniques, My 13
Rutherford, Michael, Memos from a Secretary, F 39
Rutkowski, Karl C., Make Sales Demonstrations Effective, Mr 20
- Salesmanship, O 24, Mr 20; see also Teaching Aids, page 52
Satlow, I. David, Facilitating Instruction, Ja 23; Improving Instruction, My 21; Keeping Up With Paperwork, F 27; Maintaining Public Relations, Mr 37; Orienting the Beginning Teacher, D 7; Questions that Face the Business Law Teacher, S 32
Savings and investments, O 20
Scapegoat, The, O 43, Mr 48
Schimmelpenninck, Herbert R., Typing for Grade School Students, Jn 11
Scholarships, S 50, Ja 38
School administration, Jn 19, 20; see also Teaching Aids, page 52
Schwartz, Dorothy H., Individualize Typing Students' Short Timed Writings, O 17
School plant and staff, Jn 19, 23
Secretarial activities, S 22, 25; O 32; D 4; F 28
Secretarial practice, see Office Practice, page 52
Shaffer, Richard G., Math? Who Cares? D 17
Shepard, Ellen, How We Tested TV Shorthand Students, S 30
Shorthand, see page 52
- SHORTHAND CORNER:** Checking transcripts, D 29; Dictation by businessmen guests, Ja 33; Discourage questions, O 37; Dream school, Ap 53; "Finishing touches," Ja 33; "Is shorthand on the way out?" Mr 43; First-year objectives, O, N 37; New and different, Jn 35; Office-style dictation, Ja 33; One Hundred Forty Club, Jn 35; Practical assignments, Ja 33; Previewed minute plan, Jn 35; Proofreading, D 29; Reading shorthand, N 37; Speed building, S 37; "Spelling outlines," F 37; Special weeks, Jn 35; Springtime reveries, My 37; Teaching devices and methods, S 37, Ja 33, F 37, Jn 35; Tools, N 37; Transcription training, S 37, D 29, Jn 35; Twenty years ago, F 37; Ungraded shorthand program, Ap 53; Writing style, N 37
- Shotwell, H. D., Kansas Administrators Evaluate Vocational Business Programs, Mr 40
Sister Mary Germaine, In Typing Class, Rhythm is Our Business, F 30
Skits, O 24, 33; Jn 24; see also Teaching Aids, page 52
Slapper, Mary McGowan, I Learned a Lot by "Office Hopping," Mr 23
Smith, Helen M., Don't Forget the Price Level, S 28
Special courses for "Below 95 I.Q." students, N 15, Ja 7
- SPECIAL SECTIONS:** "Below 95 I.Q." Students Need Special Courses in Business Education, N 15; Business Classroom Equipment Guide, Mr 32, Ap 7; The Case of the Reluctant Learners, N 19; Summer School Directory, My 29; They Can't Learn? Don't Believe It! N 15
- SPECIAL SERIES:** The Four Arts of Shorthand Teaching, O 15, D 23, Ja 27, F 31; Meeting Departmental Problems, D 7, Ja 23, F 27, Mr 37, My 21; Student-Centered Activities in General Business, S 17; O, N 33; Teaching the Fundamental Elements of Bookkeeping, Ja 12, F 16, Mr 31, My 26, Jn 30
Spelling, S 21
Sponsoring a Business Education - Automation Day, N 31
Spray, Cecil O., Do School Jobs for Real Office Practice, O 32
Stahl, Cella G., Shorthand Corner, S, O, N 37; D 29; Ja 33; F 37; Mr 43; Ap 53; My 37; Jn 35
Standards of achievement, S 20
Statement of Ownership, Management, and Circulation, D 5
Stiller, Frances D., Teachers Learn Newest Business Procedures, Ja 18
Stocks and bonds, O 20
Streamline the Checking of Writings, O 23
Student secretaries, D 4, F 28
Student teachers' problems, D 14
Students Need Our Personal Interest, D 18
Sublette, Margaret, Please Remit, S 43
Summer Course Offerings, Mr 53; My 29, Jn 47
Summer School Directory, My 29, Jn 47
Summer typing courses, Jn 11, 13
Sutton, Irma J., Typing for Academic Students, Jn 13
- Take Business-Law Students to the County Clerk's Office, D 12
Taplett, Lloyd M., We Teach Junior High Students Personal Typing, Mr 17
Teachers' problems, S 15, N 9, D 3, Ja 3, F 4, Mr 5, Ap 3, My 5, Jn 3, 16
Teaching Aids, see page 52
Teaching-machines, D 36, F 11
Television, S 30, 50; N 28; F 18; My 38, Jn 7; see also Teaching Aids, page 52
Thatcher, Gordon E., Tranquilized Vacations, My 41
There Auto Be a Law, F 40
Through the Camera Eye, O 55, Ja 39, Mr 55, My 43
To Contend or Convince, O 44
To Teach Economic Literacy—Show Them! F 22
Toby, N 41, Ja 7
Today's Secretary Dictation Transcript, S, O, 43; N 44; D, Ja 34; F 39; Mr 48; Ap 56; My 40, Jn 39
"Tomorrow I Have to Teach . . ." D 14
Tranquilized Vacations, My 41
Trial of Andrew Foster, The, Ap 56
Turn Insecurity into Certainty, O 9
TV Classes, S 30, N 28, F 18
- TV Teaching—Questions and Answers, F 21
Typewriting, see page 52
- Unrau, Ruth, "I Can't Send This Out!" S 25; The Trial of Andrew Foster, Ap 56
Use Business Law to Improve Students' Vocabulary, Mr 13
Use Current Source Materials in Business Law, O 5
- Vaughn, Lowell A., We Give Office-Machines Students TWO Grades, O 18
Vaughn, Margaret D., It All Adds Up, Jn 39
Visual Aids, S 26, D 17, F 22, Jn 7
Vocational education programs, Mr 40, Jn 19
- Walker, Arthur L., Planning and Budgeting for Equipment in the Smaller School, Ap 8
Waterman, Helen, The Scapegoat, O 43
Watkins, James W., Indispensable Abernathy, S 43
Way the Ball Bounces, The, Ja 35
We Made a Profit on Our FBLA Chapter Initiation, Mr 36
What Motivates College Students? Ja 22
What You Need is a Secretary! D 4
What's Wrong with Budgeting? Mr 34
Whetstone, Irma, Applied Typing Need Not Be "Busy Work," My 11
White, Jane F., Teaching Aids, S 41, O, N, 40; D, Ja, 30; F 34; Mr 44; Ap 54; My 38; Jn 36
Will Teaching-Machines Make You Obsolete? F 11
Winfrey, Baulah, Variety Adds Spice to Duplicating, D 11
Witherow, Mary, Crisis in Beginning Typing, S 3; Let's De-Emphasize Individual Achievement, N 3; 100 Per Cent Participation, F 26; Turn Insecurity into Certainty, O 9
Wood, Marion, Electric Typing, S 42, N 43, Ja 32, Mr 46, My 39; We Taught Better Office Procedures by TV, F 18
Work, S 44
Work of the Department Head, The, D 7, Ja 23, F 27, Mr 37, My 21
Workshops, Ja 19; Ap 63; My 13, (summer, 1960) 32
- Yacyk, Peter, Let's Teach Savings and Investments as a Separate Course, O 20
- Zubryd, Frances, Show Your Students Why Filing Matters, My 14

BOOKKEEPING

- A minus L equals P, N 11
Basic bookkeeping equations, N 11, 39
Criteria for Evaluating Bookkeeping Program, Jn 20
Don't Forget the Price Level, S 28, N 4
Economics in Bookkeeping Class, N 4
How to Teach Bank Discount, My 26; Handling of Cash, F 16; Interest, My 26; Merchandise Inventory Adjustment, Mr 31; Special Journals, Ja 12; What Inventories Mean, Jn 30
Teaching Income and Expense Accounts, N 39
Teaching the Fundamental Elements of Bookkeeping, Ja 12, F 16, Mr 31, My 26, Jn 30
See also Teaching Aids, page 52

DISTRIBUTIVE EDUCATION

- District Store Executives Come from High Schools, N 38

INDEX TO VOLUME 40 (continued)

Distributive Education in Western Europe, D 22
How Sweden Handles Distributive Education, S 34
Make Sales Demonstrations Effective, Mr 20
Put the Consumer in Consumer Economics, S 29
Retailing, O 24, 47; N 38, 47; Ja 37; Mr 3; My 17, 47
Retailing Functions are Closely Interrelated, My 17
Right and Wrong in Retail Selling: Two Skits, O 24
Use Equipment to Give D.E. Students a Broad Background, My 17
See also Teaching Aids, column 2

EQUIPMENT

Accounting machines, O 56, N 52, Ja 40, Ap 50, Jn 48
Adding machines, S 52; N 52; D 40; F 48; Ap 16-20, 50; My 48
Audio-Visual equipment, Ap 53, (directory) Jn 36
Blackboard, S 26
Bookkeeping machines, O 56; N 52; Ja 40; Ap 20, 50
Calculators, D 40; Ap 21-22; My 27, O 56, D 40, Ja 40, N 52
Carbon copy paper, My 48
Chairs (posture), Ap 23-27, 49, 50
Cleaners, S 52, Ja 40, F 48
Collator (portable), My 48
Copy paper, My 48
Copy stand, S 26
Copyholders, Ap 27-28
Cutter, D 40
Desks, (bookkeeping) Ap 28-29, (machines) Ap 29, (typewriter) Ap 30, 33
Dictating-transcribing machines, S 52; N 52; Ap 36, 38
Drawing board, S 26
Dupliator ink, Ja 40
Dupliators, (fluid) S 52; O 56; D 40; Ja 40; Mr 56; Ap 38, 40; (offset) Ja 40; (stencil) O 56; F 48; Ap 40-43; Jn 48
Electronic computer, My 48
Embassograph, S 27
Eraser, F 48
Film, S 27
Filmstrip previewer, Mr 56
Hand cleaner, S 52
Indexing tape, F 48
Letterhead copying device for stencil duplicating, F 48
Liquid plastic, Jn 48
Masters, Mr 56, Ja 40
Paper cutter, D 40
Paper punch, O 56
Pencil sharpener mounting attachment, My 48
Plastic binding machine, F 48
Post card duplicator, Jn 48
Postage meter, Mr 56
Posting machine, Jn 48
Projectors, S 26, O 56, D 40, Mr 56, Jn 48
Public address system (portable), My 48
Punch, O 56
Record player, S 27
Recording tape, My 48
Ruler, O 56
Screen, S 26
Slides, S 26
Stapler, S 52 (electric); N 52
Tables, (bookkeeping) Ap 28-29; (machines) Ap 29; (typewriter) Ap 30, 35
Tape, F 48, My 48
Tape recorders, S 26, 52; N 52; Ja 40; Ap 43-44
TV cameras, O 56, D 40, Ja 40, F 48
TV receivers, N 52, D 40, F 48
Type and platen cleaners, Ja 40, F 48
Typewriter ribbons, S 52, O 56, Ja 40, Jn 48
Typewriters, (electric) S 52, Ap 44-46; (manual, portable) N 52, F 48; (manual, standard) D 40, Ap 46-49, Jn 48

OFFICE PRACTICE

Bring Business Letter Writing to Life, S 22
Criteria for evaluating office-practice program, Jn 21
Do School Jobs for Real Office Practice, O 32
Duplicating projects, D 11
Grading, O 18
Job, Jn 33

Interviewing Secretaries on the Let's Make the Figuring-Machines Course Comprehensive, Mr 26
Math? Who Cares? D 17
Office machines and statistics lab, O 30
Outside work, S 25
Rotation plan inadequate, S 31
Show Your Students Why Filing Matters, My 14
Standards, S 21
Teachers Learn Newest Business Procedures, Ja 18
Trading company project, N 19
Variety Adds Spice to Duplication, D 11
We Give Office-Machines Students Two Grades, O 18
We Stopped Teaching Machines by the Rotation Plan, S 31
We Taught Better Office Procedures by TV, F 18
Workshop Program, Hunter College, Ja 19
See also Teaching Aids, below

SHORTHAND

Art, The, of Dictating, O 15; Grading, F 31; Previewing, D 25; Testing, Ja 27
Criteria for evaluating shorthand program, Jn 21
Dictating, Previewing, Testing, Grading, O 15, D 25, Ja 27, Jn 31
Dictation Transcript for Short-hand in Today's Secretary, S, O 15; N 44; D, Ja 34; 39; Mr 48, Ap 56; My 40; Jn 39
Grading, F 28, 31
How We Tested TV Shorthand Students (Denver), S 30
Methods course in shorthand, Jn 16
Objective—An Effective Shorthand Methods Course, Jn 16
Previewing, D 25
Reading—the Road to Shorthand Skill, Ja 26
Shorthand and transcribing classroom, O 31
Shorthand Corner, S, O, N 37; D 29; Ja 33; F 37; Mr 43; Ap 53; My 37; Jn 35
Shorthand is Not for "Sissies"! S 19
Small-Outline Myth, The, D 33
Standards, S 21; Jn 14
Teaching techniques, F 26, Jn 16
Testing, S 30, Ja 27
Theory knowledge, D 25
TV Classes, S 30
We Evaluated Our Medical Secretarial Course, N 22
Writing speed, D 27
See also Teaching Aids, below

TEACHING AIDS

Accounting, O 40, 41; F 34
Activities, Ap 54, Jn 37
Adding machine and calculator textbook, O 41
Adjusting to business, D 31
Adult education, Ap 55
Alaska map, O 40
American Business Education Yearbook, N 40, D 31
American capitalism, O 40
America's needs and resources, O 40
Arithmetic shortcuts, Mr 44
Artytyping, Mr 44
Audio-visual aids, O 40; D 30, 31; Ap 53; (directory) Jn 36
Automobile kit, F 34
Aviation, F 35
Banking, S 41, F 34
Better schools, Ap 54
Bibliographies, (economic education) Ap 55; (guidance) S 41; (occupations) Ap 54, (small business) D 30
Blackboard cleaner, F 35
Blackboard stencils, O 40, D 31
Bookkeeping, O 40, D 30, Jn 36
Bulletin boards S 41; Ja 30; F 34, 35; Ap 54; Jn 37
Business administration, O 41, N 40, D 30, Jn 37
Business correspondence, N 40, F 34, Jn 37
Business education, D 30, 31
Business help for schools, Ap 54
Business law, D 30
Business machines materials, F 35
Business terms, My 38
Calculating techniques, Mr 44
Career information on College education, D 31, F 34, Ap 54, My 38; Foreign service, Jn 36, 37; Job hunting, O 41, N 40, D 31, Jn 37; Occupations, S

Career information (continued)

41, Ja 30, Ap 54, My 38, Jn 36; Opportunities, S 41, Ja 30, Ap 54, Jn 36, 37; Planning a career, O 41, N 40, D 30, Ja 30; Teaching careers, Mr 44, Jn 36
Cartoons, Ap 54, Jn 36
Chalk and chalkboards, S 41
Charts, O 40, Ja 30, F 34, Ap 54, Jn 36, 37
Civil Service, Jn 36
Class record book, F 35
Clerical practice, D 30, Ap 55, My 38, Jn 37
Collection letters, N 40
Communication, O 41, N 40
Communism, fascism, and socialism, O 41
Company reports, O 41
Consumer education, F 34, 35, Mr 44, Ap 54, My 38
Copying machines, F 35
Crayons, F 35
Curriculum bulletins, Ap 55; guides, Jn 37
Dictator's handbook, N 40
Dictionary study, F 34
Displays, S 41; O 40; Ja 30; F 34, 35; Mr 44; Ap 54
Distributive education, S 41, O 41, N 40, D 30, Ap 54, Jn 37
Duplicating machines, S 41, F 35
Duties of a secretary, N 40, Jn 37
Economics, O 40, 41; N 40; D 30; F 34; Mr 44; Ap 54, 55; My 38; Jn 37
Educational programs, Ap 55
Employee relations booklets, My 38
English, O 40, D 30, (displays) Ja 30, (pronunciation test) F 34, Jn 36
Family finance, My 38
Federal Jobs Overseas, Jn 36, 37
Filing, F 35, D 30, Mr 44
Film catalogs, S 41, Ja 30, Ap 54
Films and filmstrips, S 41, O 40, D 30, Ja 30, Ap 54, Jn 37
Finance, S 41, F 34, Mr 44, Ap 54
First job, O 41, N 40
Flannel boards, S 41, Mr 44, Jn 37
Foreign service, Jn 36, 37
General business, S 41; O 40, 41; N 40; F 34, 35; Ap 54; My 38
Geography, O 40, 41; N 40; F 34; My 38
Granite history, N 40
Graphs, F 34, Ap 54
Grocery, Ap 54
Guidance, S 41 (manual); N 40; D 30, 31; Ap 54; My 38
Higher education, O 40
How to Study, Jn 36
Insurance, F 34
Investment, F 34, Ap 54
Job finding, D 31
Junior College guide, Ja 30
Labor-management relations, N 40
Lantern slides, O 40, Jn 37
Leisure-time reading, Jn 37
Lettering materials, O 40, Jn 37
Mailing information, and kit, O 40, Ap 55, My 38, Jn 37
Management, S 41, O 41, N 40, D 30, Mr 44, Jn 37
Maps, O 40, 41; F 34, 35
Markets, S 41, Ap 54
Mathematics Aids, Jn 36
Mimeographing techniques, S 41
Money, S 41
Motion Pictures, D 30 (catalog), Ja 30
Motor truck kit, F 34
Mounting pictures, O 40, Ja 30
National Business Entrance Test, D 31
Occupational guides, Ap 54
Office practice, N 40, F 35, Ap 55, My 38
Overseas jobs, Ja 36, 37
Personal improvement, D 31
Personality rating scale, F 34
Personnel work, D 30
Photography, O 40
Planning facilities, D 31
Postal information and kit, O 40, Ap 55, My 38, Jn 37
Poster, My 38
Posture, Jn 36
Private schools handbook, Ja 30
Productivity, O 40
Projectionist's manual, D 30, Ap 55
Public speaking, D 30
Publishers (list), Ja 30
Recent Developments in Business, D 31
Recordkeeping, Ap 55
Research studies, O 40
Retailing, S, O 41; Ap 54; Jn 37
Rubber filmstrips, Ap 54

Salesmanship, Jn 37
Savings and investments, Ap 54
Scholarships, Ap 54
School administration, D 31, Ja 30, Ap 54, Jn 37
School plant study, D 31
School supplies catalog, Ja 30
Secretarial Duties, Jn 37
Secretarial practice, N 40, Ap 55, My 38, Jn 37
Short cuts to make office work easier, F 35, Mr 44
Shorthand courses, Jn 37
Shorthand teaching devices, D 30, Jn 36
Skits, Ap 54
Small-business (bibliography) D 30, (handbook) S 41
Social Security, My 38
Social studies, O 40, 41; N 40; My 38
SoundScriber chart, Jn 36
Source materials, N 40, D 31, Ja 30
Specialized schools, Ja 30
Speech, Jn 36
Spelling, O 40
Stencil masters, F 35
Stencil typing, F 35
Stock Exchange, F 34
Store modernization, O 41
Sugar facts, O 41
Surveys, O 40
Taff-Hartley Information, N 40
Tape recording, O 40, Ja 30
Tapping test for typing aptitude, Ja 30
Tax-instruction kits, F 34
Teaching techniques in business subjects, D 30, 31; Ap 55; My 38
Teen-ager book list, Jn 37
Television teaching, My 38, Jn 36
Television workshop, Jn 36
Textile kit, N 40
Transcription, Jn 36
Transportation kits, F 34
Transcription machine techniques, Jn 36
Typewriter mysteries, Mr 44
Typewriting courses, Jn 37
Typewriting tests, D 31, Ja 30
Typing, D 30, 31; Ja 30; F 35; Mr 44; Jn 36, 37
Typing games, Jn 37
Visual aids, O 40, D 30, Jn 37
Vocational education releases, S 41

TYPEWRITING AND TYPEWRITERS

Applied Typing Need Not Be "Busy Work," My 11
Bismarck Junior College summer typing course, Jn 11
Bulletin Boards Highlight Typing Techniques, My 13
Composing at the typewriter, Jn 28
Crisis in Beginning Typing, S 5
Criteria for evaluating typewriting program, Jn 21, 22
Dormant High School summer typing course, Jn 13
Errors, S 25, N 43
Figure drills, Ja 32
In Typing Class, Rhythm is our Business, F 30
Individualize Typing Students' Short Timed Writings, O 17
Mobile typing unit, Ja 9
Outside work, S 25
Personal Typing, Mr 17
Rhythm drills, F 30
Special typewriting tables, Ja 10
Standards, S 21
Teaching techniques, D 30
Testing, N 43
Timed writings, O 17
TV Classes, N 28
Two Summer Typing Courses—for Academic Students, Jn 13; for Grade School Students, Jn 11
Typing Belongs in the Elementary Curriculum, Ja 9
Typing classroom, O 31
Typing for Academic Students, Jn 13
Typing for Grade School Students, Jn 11
Typing records, F 30
We Teach Junior High Students Personal Typing, Mr 17
What the TV Typing Teacher Should Know, N 28
What to Expect When Your Students Compose at the Typewriter, Jn 28
Work Request form, My 35
Writing assignments, Jn 28
See also Electric Typing, page 50; and Teaching Aids, column 4

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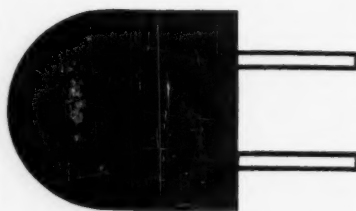
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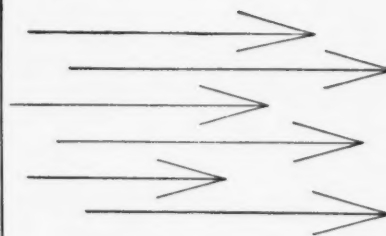
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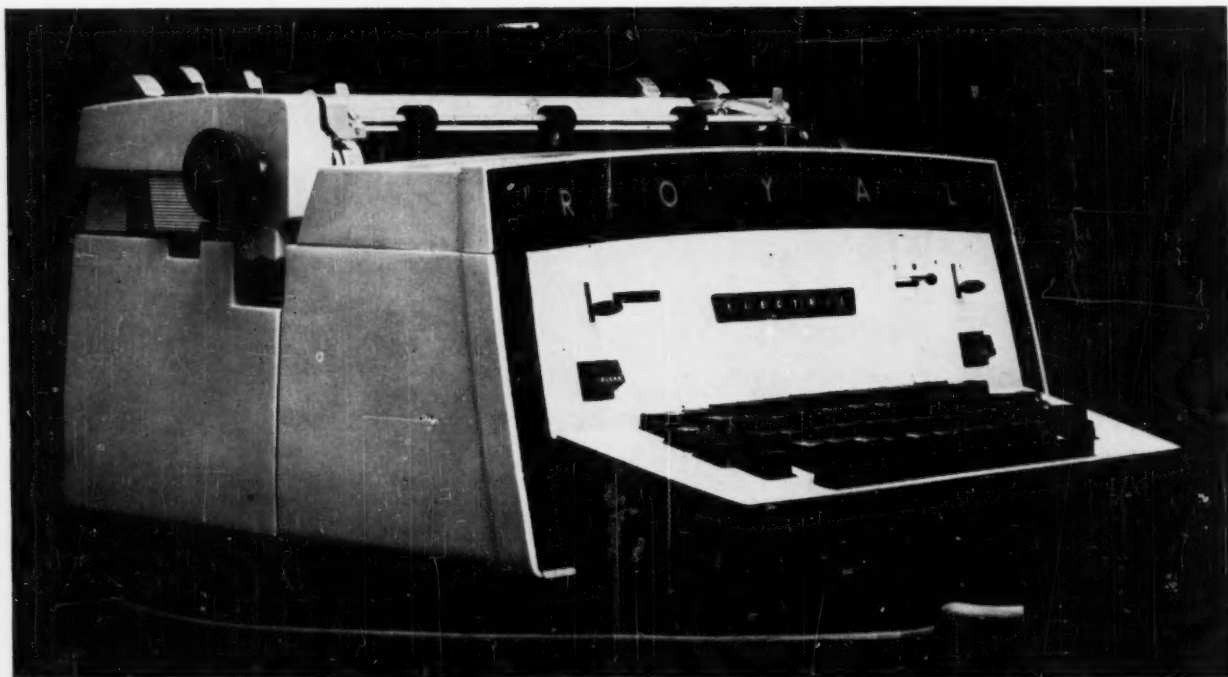
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